DOCUMENT RESUME

ED 468 283 PS 030 654

TITLE	Bernard van Leer Foundation Annual Report, 2001.
INSTITUTION	Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE	2001-00-00
NOTE	58p.; For the 2000 Annual Report, see ED 454 968.
AVAILABLE FROM	Bernard van Leer Foundation, Eisenhowerlaan 156, P.O. Box 82334, 2508EH, The Hague, The Netherlands. Tel: 31(0)70-331-22-00; Fax: 31(0)70-350-23-73; e-mail: registry@bvleerf.nl; Web site: http://www.bernardvanleer.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Annual Reports; *Child Advocacy; *Child Welfare; Childhood Needs; Developed Nations; Developing Nations; Foreign Countries; Grants; International Organizations; Private Agencies; Program Descriptions; Young Children
IDENTIFIERS	*Bernard van Leer Foundation (Netherlands)

ABSTRACT

This annual report for 2001 describes the year's activities, achievements, and financial status of the Bernard van Leer Foundation, a private foundation based in The Netherlands operating internationally to improve opportunities for young children from birth to age 7 living in circumstances of social and economic disadvantage. Following the introduction by the chair of the board of trustees and a report from the executive director, the annual report describes the foundation's dissemination activities; reviews its interests in 2001; describes events, achievements, and awards; lists countries in which the foundation made earmarkings in 1999-2001; provides the 2001 financial report; and details the major grants approved by the foundation during 2001. The report concludes with a description of the foundation, its mandate, a description of the types of grants awarded, and a list of trustees and staff. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 468 283

Annual Report 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B. N. Cohen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PS 030654

Bernard van Leer Foundation

BEST COPY AVAILABLE

Annual Report 2001

Contents

Introduction by the Chair of the Board of Trustees	2
Report of the Executive Director	4
The Oscar van Leer Award 2001	12
Young children and HIV/AIDS	14
The Effectiveness Initiative 2001	17
The Tracer Studies Programme	19
Supporting Indigenous Peoples: the Footholds in the Hills project	20
Countries in which the Foundation made earmarkings 1999-2001	23
Financial report 2001	24
Major grants approved by the Foundation during 2001	28
About the Bernard van Leer Foundation	50
The Foundation's Mandate	51
Grantmaking for early childhood development projects	52
Trustees and staff members at 1 July 2002	54

Introduction by the Chair of the Board of Trustees

2001 was a year of considerable change for the Bernard van Leer Foundation, both in its leadership and in its strategic planning. The outcome is a fortunate blend of rejuvenation and continuity.

In terms of rejuvenation, Marjorie Craig Benton and Sjeng Kremers retired from the Board of Trustees, after 14 and 15 years respectively, and have been succeeded by Trude Maas-de Brouwer (The Netherlands), Nancy Newcomb and Peter Bell (both United States of America).

Sjeng Kremers was Chairman from 1987 to 1995 and Marjorie Craig Benton has served as Vice Chair for the past two years. With their vast experience, their dedication to the Foundation's purpose, and their forceful and likeable personalities, they have made a lasting contribution for which I would like to thank them. I welcome Trude, Nancy and Peter wholeheartedly and am particularly pleased to announce that Trude is taking over from me as Chair of the Board of Trustees on my retirement in the course of 2002.

In terms of continuity, I am very happy to announce that, in March 2002, Harry Leliveld joined the Board of Trustees after having been the Executive Director of the Van Leer Group Foundation (VLGF – see page 11) for 16 years. This ensures another link between the Board and values and traditions that date back well into Oscar van Leer's time.

Still in the continuity context, Rien van Gendt, Executive Director of the Bernard van Leer Foundation for the past 14 years, is succeeding Harry Leliveld as Executive Director of VLGF. It is impossible in this introduction to do justice to the debt that the Bernard van Leer Foundation owes to Rien van Gendt's highly professional, innovative and cosmopolitan leadership. Here, I can only thank him most sincerely on behalf of the Board, the whole Van Leer organisation and – if I may – the many thousands of children, carers and international partners who have benefited from the Foundation's activities.

Continuity is also evident in the replacement of Rien: Peter Laugharn, formerly the Foundation's Director of Programme Development and Management, is taking over and I wish him every success in his new responsibilities.

Turning to the core business of the Foundation – supporting the holistic development of young children in disadvantaged circumstances – a great deal of time and energy was spent in 2001 on preparing the Foundation's new Strategic Plan 2002-2006. This is a combination of continuity and innovation. The processes that informed its development and its main points are outlined in the Report of the Executive Director (see page 4). While the Strategic Plan does not foresee abrupt and dramatic changes, it does address major challenges such as HIV/AIDS in a more integrated and coordinated way; it is oriented more around thematic and regional approaches; and it institutionalises our need to learn and share more, and to learn and share more systematically.

All children are born equal. This apparent commonplace became a lived experience for me when I had the privilege of visiting Foundation-supported projects in very different countries. I was impressed to see the astonishing similarities that there are between small children in all parts of the world – in their expressions, their reactions, their temperaments and their needs. More often than not, in the most remote places I have found children who strongly reminded me of children in my family or the children of friends. And I have also found parallel similarities in listening to parents (usually the mothers) and carers.

Errachidia, Morocco: Boys at preschool
photo: Rita Swinnen, Bernard van Leer Foundation

Of course, such similarities fade as children get older and are more and more shaped by their different cultures. But the well-being of small children is a common ground and the barriers for understanding are probably lower than in most other matters. We should build on this, making early childhood a platform where international cooperation and exchange is much more intense and visible.

The Foundation is right on track in supporting projects, that as a whole, involve many thousands of small children. It does this not only financially, but also very actively with advice, monitoring, training of carers, networking, and local advocating. And the experience derived from this lends its publications and communication activities a very special depth and credibility. I congratulate the Bernard van Leer Foundation's staff and, last but by no means least, its many local project partners for what is being achieved; and I wish them further and increasing success in their efforts to improve the lives of young children in disadvantaged circumstances around the world.

Reinhart Freudenberg

Report of the Executive Director

During the latter part of 2001 and the first two months of 2002, the post of Executive Director of the Bernard van Leer Foundation passed from Rien van Gendt – who has become the Executive Director of the Van Leer Group Foundation (see page 11) – to Peter Laugharn – who has moved up from Director of the Department of Programme Development and Management. This report is a joint presentation.

Coming into the year 2001, crossing the threshold of the twenty first century, the 'balance sheet' for children showed gains and opportunities as well as losses and threats. On the positive side, there were consistent improvements in child survival rates, in the benefits of technology and communications, in the spread of the organisations of civil society, and in the worldwide recognition of children's rights. On the negative side, we saw a widespread weakening of family and community, growing divides between the rich and the poor, increasing violence and economic instability, and the continued spread of epidemics such as HIV/AIDS. And 2001, as the world knows, proved to be a year of challenge and turbulence.

For the Bernard van Leer Foundation, it was the year in which we came to the end of the Strategic Plan that had guided us for five years from 1997, and the year in which the Foundation developed the Strategic Plan that will inform and direct its work from 2002 through 2006. But this was just one aspect of a year that, in terms of the organisation and its operations, can be seen as a year of continuity and change, and of new strategies and new uncertainties. Our report is therefore structured to reflect this.

Continuity

In the Foundation, we like to think that if Bernard van Leer were alive today, he would recognise many of his own strengths and values in the work of the Foundation, more than a half century after he created it. Bernard van Leer was an entrepreneur, willing to take risks. He had an extremely good eye for new developments and trends while the business he established was characterised by high quality, soundness, and innovation grounded in research.

After Bernard van Leer's death in 1958, his son Oscar assumed the challenging task of interpreting his father's legacy in developing the Foundation. He chose to plough back the Foundation's funds into countries where Van Leer companies made their money; and he chose to focus the Foundation's work on youth – every country's most valuable resource.

Recognising that the Foundation had to make strategic choices if it was to make the most effective use of its money, he also guided the Foundation in its decision to concentrate on disadvantaged children who lacked the opportunity to develop to their full potential. Subsequently, in response to research that has demonstrated that investment in the early years is most effective in terms of lasting impact, successive Foundation leaders have maintained its sole focus on early childhood development (ECD).

For the past twenty-five years, the Foundation has therefore built up its experience and expertise in this one realm, adopting the

Zanzibar, Tanzania: Enjoying a swing
project: Madrasa Preschool Programme; Madrasa Resource Centre
photo: Tanja van de Linde, Bernard van Leer Foundation

following principles to make the most effective use of the available resources:

- investing resources strategically to achieve greater impact. This means not spreading them too thinly geographically, or over too broad an area of interest.
- Taking a long-term developmental perspective to increase impact.
- Documenting and evaluating the work that is funded to ensure that the Foundation and its partner organisations learn from their efforts. (The Foundation's partner organisations are those that establish and operate the projects that the Foundation funds.)
- Sharing learning at both the field and policy levels to ensure that the Foundation has a much greater impact than supporting field-based work alone would allow.

The principles, values and strategies outlined above were reaffirmed in the Strategic Plan 2002-2006 that was approved by our Board of Trustees during the year. In essence this directs the Foundation to:

- adhere to its mandate of improving opportunities for young children from birth to eight years, living in circumstances of social and economic disadvantage;
- take strategic steps to further develop the impact of its grantmaking and dissemination/advocacy programmes; and
- grow in its ability to promote more effective, high quality efforts for the benefit of young children within its spheres of influence.

In implementing this, we will continue to take a holistic view of children that brings together the fields of health, education, and social welfare; and to build both local capacity and a broad enabling environment to promote the optimal development of young children.

Overall, continuity will also be maintained through our well-established two-pronged operational structure: our grantmaking programme and our programme of documentation and communication. In 2001, the grantmaking programme supported 150 projects in 41 countries for a total of EUR 13.8 million. Those grants with a value greater than EUR 7,500 are detailed on pages 28-49). Meanwhile, our programme of documentation and communication regularly produced the bulletins *Early Childhood Matters* and *Espacio para la Infancia* with one of the most popular

BEST COPY AVAILABLE

Malaysia: Threshing padi
project: Lessons from the Countryside; Partners of Community Organisations in Sabah (PACOS)
photo: Colin Nicholas, Center for Orang Asli Concerns (COAC).

editions addressing the question of children's rights, prepared for the UN Special Session on Children. We published *¿Me escuchas?*, a Spanish-language version of a very well received work on listening to and conversing with young children in meaningful ways. The first two volumes in our series of Tracer Studies also appeared. Tracer Studies follow the progress of children who have participated in early childhood projects, their families, their communities, and project staff, five or more years down the line, to find out how they are faring (see page 19).

Change

Many things have indeed changed at the Foundation during the year. At the level of our Board of Trustees, three of the seven current members have joined within the last year, and those who actually knew Oscar van Leer (who died in 1996) are now in a minority. This gives our Board the double challenge of preserving and reinterpreting the Foundation's legacy.

In the Management Team, most faces are also new. Joining the new Executive Director, Liana

8 BEST COPY AVAILABLE

Gertsch has moved up to become Director of Programme Development and Management, while Rutger Wijnands has come on board as Manager of Support Services, looking after Financial Administration, Human Resources, Information and Communications Technology, Travel, Reception, Technical Services and Document Facilities. Four of the five members of the Foundation's Management Team have, in fact, taken up their positions during the past three years. This means fresh energy in the Foundation, pledged to carrying on the Van Leer vision and reinterpreting it for changing times.

Strategies

The new Strategic Plan that the Foundation has now embarked upon also involves changes, especially in the ways that the Foundation works. These will be guided by a number of strategies that derive from the new Strategic Plan's overall objective of increasing our effectiveness as a foundation operating internationally in the field of ECD. These are:

- developing the Foundation as a learning organisation;
- working thematically as well as geographically;
- developing work on key themes into initiatives that can explore the themes thoroughly; and
- becoming more proactive in documenting and communicating.

Such strategies imply many changes within the Foundation at operational level – in management processes, and in staff development, information technology, and knowledge sharing.

A learning organisation

For many years now, the Foundation has not only been working as a funder of projects that are operated by partner organisations, but has also sought to learn by drawing lessons from the field. It has then sought to share this learning widely through its documentation and communication programme with policy makers, funders, NGOs, and communities. The new Strategic Plan seeks to make this learning more systematic by focussing on learning around priority themes; developing a greater understanding of our spheres of influence and endeavour; and developing stronger structures and procedures for learning and influencing.

The themes that the Strategic Plan prioritises for learning (see page 9) provide the core content of our formal learning agendas. To help us operationalise these agendas, we have defined three linked 'circuits of learning'. The first circuit is what we call the Foundation's learning community – essentially ourselves and our partner organisations. It focuses on drawing lessons from the field. The second circuit is made up of the Foundation's own staff members building up expertise and knowledge about how to improve the practice of ECD. They play important roles in organising, articulating, synthesising, and interpreting information – and in the Foundation learning more about what works and what does not work. The third circuit takes in the wider early childhood community and those we hope to influence. This includes not only our partners and others that have an interest in ECD but also the wider development community.

To learn (and indeed, to influence), the Foundation plays a different role in each of the circuits identified above. In the first circuit, the Foundation develops and catalyses work in harness with its partner organisations. As it does so, there is mutual learning and influence. In the second circuit, the Foundation works to

synthesise, compare, and draw conclusions from the breadth of its experience and explorations. In the third circuit, the Foundation engages in dialogue, facilitates the sharing of knowledge, acts as an advocate on behalf of young children and their families – and, at the same time, acquires information that strengthens its own work.

The Strategic Plan 2002-2006 is designed to strengthen each of these roles through activities identified within what we call our 'learning agendas' – our plans for delineating what we need to learn, and the activities that will allow us to enhance the creation and utilisation of knowledge in ECD. The point is to facilitate understanding of appropriate ways to support ECD programmes, guide our work with our partner organisations to generate information on issues that affect them, inform our grantmaking decisions, and provide the wider ECD world and international community with relevant information on the process and impact of ECD programmes. To achieve this requires the definition of common learning agendas with partners, within the Foundation itself, with peer organisations and with others whom we wish to influence.

As we approach this, we are conscious that the Foundation has a long tradition of funding different kinds of projects, from those that are based on solid research and experience to those that are experimental, innovative, and even embryonic in their conception. Because of this diversity, we have found it helpful to create a more conscious terminology that reflects the different degrees of certainty seen in our programme development, and that recognises the consequent need for different actions and strategies from us.

On some issues, we are convinced of the validity and stability of our reasoning and experience. These convictions are validated by research and experience, and are part and parcel of how we work with our Mandate. They include:

- that learning begins at birth;
- that parents are the child's first and best teachers;
- that all cultures have important resources, practices and heritages to pass on to their children; and
- that there is no single model of ECD provision that works in all settings.

This doesn't mean that we have stopped seeking further evidence to support these convictions, nor that we are blind to evidence to the contrary. Nonetheless, on issues where we have a high level of certainty, our grantmaking programme is likely to reflect this through testing in new contexts, replication, dissemination, and advocacy. Simultaneously we will be getting these, our firmest ideas and messages, out to the wider early childhood community (our third circuit).

In contrast, other issues – how best to help beleaguered communities support the many children affected by HIV/AIDS, for example – see us working at the level of the hypothesis, the educated guess, the hunch. In other words, we are taking risks. These are cases where we, or our partner organisations, have partial evidence or a strong sense that action in a certain direction will produce positive results to help overcome important problems. At this level, our learning agendas will principally focus on learning with our partner organisations (our first circuit) and on learning internally (our second circuit). Here, the emphasis is on creating a stronger formulation of basic issues, questions, and hypotheses; and on learning and applying lessons.

Working thematically as well as geographically

Over the last decade, most of our work has been

organised geographically around country programmes. This has served to provide a degree of coherence and complementarity to programming, and is easily comprehensible to partner and peer organisations, and individuals in the countries concerned. But working geographically has also imposed certain limitations. For example, it has been difficult to learn as much across regions as we would like, even when approaches are fairly similar. This has, in turn, made the task of documentation and communication more complicated, and has limited the cross-fertilisation of ideas and approaches among partner organisations. During the last few years, staff have sought to counter this sole emphasis on geographic portfolios by identifying themes of common interest across regions. During 2002-2006, we will pursue such themes in a more organised manner, adjusting structures and practices as necessary. We will also be open to new themes that arise from the field.

The origin of such themes is simple: our entire programme of support for project work places the child at the centre, with child development and well-being as the ultimate goal of all of our efforts. In this, we keep two core considerations in mind: that the work seeks to strengthen the circles of support around the child (family, community, services, legal framework); and that it focuses on, and is adapted to, cultural and contextual variation.

Strengthening the circles of support around the child is the principal work of the Bernard van Leer Foundation. Within this, Foundation staff members and partner organisations discuss the best practices that have been identified, the problems that are being encountered, and the challenges and opportunities presented by a changing world. Current interest is focusing, in particular, on themes such as:

- approaches to parent and family support;
- gender in relation to the family and child development (for example, the role of fathers); and
- promoting the well-being of children affected by HIV/AIDS.

Focusing on contextual and cultural variation and adaptation is an abiding interest of the Foundation. Working in 40 countries, we realise that local context and culture are of great importance in children's development, particularly in situations of rapid cultural change or the coexistence of different belief systems. We also recognise particular problems. For example, as we promote parents and caregivers as the first teachers and socialisers of young children, we know that, when they are from minority or marginalised groups, they often find themselves fighting an unequal battle with majority or global cultural norms and practices. In response, we work closely with partner organisations to examine issues of context and culture before intervening, and to monitor them as the work evolves. We do not, however, believe that any situation is unique in every way, and in fact the documentation and communication strand of our work is based on the belief that close observation and thoughtful analysis in any field context will yield lessons that are of interest to others elsewhere.

In terms of contextual and cultural variation and adaptation we find the following themes of current interest:

- respect for diversity;
- growing up in indigenous communities; and
- children's rights in their local contexts.

Developing work on key themes into initiatives
Some of the themes that we will be focusing on in the coming years will be taken further: we will develop them into comprehensive, multi-year 'Initiatives'. These will systematically explore themes in considerable depth, and typically be programmes of cross-project

activities that are designed to benefit from the kinds of complementarities and contrasts that our programme of project support always contains. The initiatives will also build on, and add to, research findings, literature and the work of others in their respective fields.

The kinds of changes outlined above reflect the approaches of the new Strategic Plan. In turn, these have led the Board of Trustees to revise the list of countries that are eligible for the funding of work. For the period 2002-2006, we will be adding Tanzania, Uganda, the Czech Republic, Slovakia and Hungary; and in several countries we will be consolidating a number of programmes. Full details about eligibility for funding can be found on pages 52 and 53.

Being more proactive in documenting and communicating

On the documentation and communication side of the Foundation, the Strategic Plan requires us to embed documentation and communication into all of our programming. In practice this means that projects will be documenting and communicating throughout their lives rather than waiting until the end before sharing knowledge and information. To make this happen, we will be extending our documentation and communication roles to include becoming more proactive facilitators in the process of knowledge creation and dissemination. Work has already started on this, with the Department of Programme Documentation and Communication (PDC) taking the lead in:

- reviewing our approaches to supporting documentation by partner organisations;
- promoting access to the Internet and electronic communications by partner organisations;
- looking at the best ways to support the development of our partner organisations;
- identifying the research efforts that can best support the Foundation's learning agendas.

In addition, PDC will continue to improve information and knowledge management systems and practices; and to extend the reach and impact of its documentation and dissemination programme by creating purpose-designed products that respond to identified needs and audiences.

Uncertainties

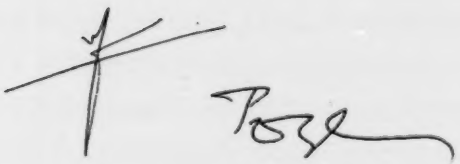
For many, the year 2001 may well be remembered as the year of 'September Eleventh'. And indeed the events of last September raise many challenges for children, ranging from decreased social spending as nations rearm, to heightened ethnic tensions in Europe and elsewhere. The unease in financial markets has also had an effect on foundations such as the Bernard van Leer Foundation: while we ended the year largely meeting our income targets, we are now more sober in our projections than we were a year ago.

But we need to realise that September Eleventh was not the only cause of uncertainty and instability in 2001. Our partner organisations in both Jewish and Arab communities within Israel experienced continuing conflict, with a distressing impact on children. In Colombia, a concern about children and violence led the Foundation to co-sponsor, with the Fundación para el Desarrollo Integral del Menor y la Familia, the conference 'La Infancia en los Contextos de Violencia'. The conference responded to the conviction that much of the household and neighbourhood level violence that children witness and experience is a sign of the faltering ability of societies to live together in tolerance. In a parallel vein, partner organisations in Zimbabwe carried on their work in the face of much difficulty during a crisis that was simultaneously political, economic, and HIV/AIDS-related. In the light of all these – and many other – challenges, we need to be flexible and responsive while holding a long-term perspective.

South Africa: Enthusiasm at the Community ECD Centre
project: Rethinking Educare; Association for Training and Resources in Early Education (TREE)
photo: Tanja van de Linde, Bernard van Leer Foundation

Conclusions

These then were the elements that stood out for the Foundation in 2001: seeking the best way to bring together change and continuity, and establishing strategies effectively through what have been, and may well continue to be, uncertain times.



Rien van Gendt and Peter Laugharn

A personal note from Rien van Gendt

As the Executive Director of the Bernard van Leer Foundation from May 1989 until March 2002, I would like to end on a personal note. This report talks a great deal about learning and about change in the Bernard van Leer Foundation in 2001. But, looking back over the 14 years that I served as Executive Director, I can see that the Foundation has learned a lot. It has also changed a great deal – not in terms of its Mandate or core beliefs: those remain constant. But certainly in terms of its understandings about what can work; of its capacity to take risks; and of its sense of where it belongs in the development field and in the philanthropic world at large. However, there is still a great deal to learn and a great many changes to come.

It isn't easy for me to leave the Foundation: these years have been the most fulfilling of my professional life. But I am taking up the role of Executive Director of the Van Leer Group Foundation, the umbrella organisation that preserves the legacy of Bernard van Leer and generates the income of which the Bernard van Leer is a principal beneficiary. This means that I will remain in close touch; and I look forward with considerable interest to reading the future Annual Reports of my successor Peter Laugharn.

Rien van Gendt
Former Executive Director

BEST COPY AVAILABLE

The Oscar van Leer Award

For excellence in enabling parents and communities to help young children realise their full potential

The 2001 Oscar van Leer Award is presented by Trustee R. Freudenberg to Barbara Clinton of the Centre for Health Services at Vanderbilt University, Tennessee, USA, for the Maternal Infant Health Outreach Worker (MIHOW) program
photo: Max Koot Studios / Bernard van Leer Foundation ©

The Oscar van Leer Award is named after the son of Bernard van Leer. Oscar van Leer was the Chairman of the Foundation's Board of Trustees until 1986. He always had an exceptional interest in the roles that parents play in the development of young children. To mark his 80th birthday, the Foundation instituted the Oscar van Leer Award in 1994. The award is presented every two years to a former or current Foundation-supported project for excellence in enabling parents and communities to help young children realise their full potential. The award carries with it the equivalent of USD 10,000 to spend as appropriate, and a small statue.

On 19 November 2001, the 6th Oscar van Leer Award was presented to the Center for Health Services at Vanderbilt University, Nashville, Tenessee, USA, for its Maternal Infant Health Outreach Worker (MIHOW) programme.

The MIHOW programme operates in isolated rural areas in the South of the USA which are under-served by health and social services. In these areas, families experience deep poverty, housing is hard to find and is often substandard, jobs are scarce and there are no places for children to play together. Such circumstances impact on young children in alarming ways. For example, they suffer from

BEST COPY AVAILABLE

health problems all through their early years, lose 40 percent more school days through acute illness than do other children in the USA, and are 20 times more likely to be absent from school because of chronic health problems.

The focus of the MIHOW programme is on pregnant women and young mothers, and their infants and toddlers. It addresses the health and nutritional needs of mothers, provides support in their parenting role, and encourages personal development, further education and preparation for work. To carry out the programme, university students and staff draw out, develop and bring into play the strengths of local women. Through home visits, these women then provide person-to-person advice and help to families in need of support.

The MIHOW programme started in the early 1980s in just a few sites in the Appalachian Region. Over the years, it has expanded and a second university, the University of Southern Mississippi, became involved in further expanding the programme. The programme now operates in nearly 25 sites in the States of Kentucky, Louisiana, Mississippi, Tennessee, Virginia and West Virginia.

Since its inception, the MIHOW programme has worked with almost 10,000 low-income, disadvantaged families. It has seen how they remain optimistic about the future despite the odds, and how they can unleash huge stores of integrity and intelligence, as they respond energetically to challenges that most of us would find overwhelming.

In awarding the MIHOW programme the Oscar van Leer Award for 2001, the Selection Committee lauded MIHOW for addressing children's development in the context of the family and the community, starting before birth; and for helping people to help themselves. The Committee stressed the effectiveness of the peer-to-peer approach in supporting isolated families in a sustainable way; and also highlighted the programme's important contribution to preparing students and academia for formulating innovative social policies that contribute to the development of society.

In her acceptance speech for MIHOW, the Director of the Center for Health Services at Vanderbilt University, Dr Barbara Clinton, highlighted two key lessons from the programme.

First, we have learned to emphasise family strengths. What stress and poverty look like, smell like, can be very disturbing to a MIHOW outreach worker. But these women are inclined, and are trained, to look through the screen of difficulties, see the strengths, and use them to motivate change. The alertness of the child, the resourcefulness of the mothers in spite of adversity, are noticed and admired. Emphasising family strengths is the backbone of the MIHOW programme.

Second, we have learned to let the child lead the way. Even if the participating communities are spread out over thousands of miles, across mountains and rivers and state boundaries, among ethnically and culturally diverse groups, the common concern for children can unify people, push them to support each other. It is this common concern for children that keeps us excited and fuelled and focused.

Young children and HIV/AIDS

In recent years, the Bernard van Leer Foundation has made the strategic choice to focus its response to the HIV/AIDS pandemic on projects that support families and communities to care for orphaned and vulnerable children. This approach complements work by the international development community on prevention and treatment, and addresses the urgent need for responding to the threats posed by the pandemic to traditional family support structures.

AIDS has orphaned more than 13 million children worldwide, and increased the vulnerability of tens of millions more children as the demographics of the pandemic continue to affect the most economically productive section of society. In Africa this situation has created unprecedented threats to children's well-being and safety. Traditional mechanisms of caring for children through the extended family are now in crisis as parents, siblings, aunts, uncles and cousins become victims of AIDS-related diseases. The resultant gaps in family networks are associated with deepening poverty, food insecurity, withdrawal from school, reduced access to health services, reduced parental love and nurture, depression, grief and separation of siblings. Children must grapple with the stigma and discrimination so often associated with HIV/AIDS, and which can deprive them of their basic rights. At the same time, structural adjustment programmes have reduced or eliminated governmental social and welfare services for young children, passing an increasing responsibility for these services on to non-governmental organisations (NGOs), communities, and of course families themselves.

These trends lead us to a paradox: the family is the most widespread and resilient protector of children's well-being and development, but HIV/AIDS has especially attacked a critical element of the family, the principle caregivers – biological and otherwise – who normally hold the extended family together. Many families now consist almost only of grandparents and children, while the incidence of child-headed households is increasing. This paradox gives us a dilemma: how can the Bernard van Leer Foundation continue to fulfil its mandate of supporting early childhood development by building on the family's strengths, when the caregivers are already heavily burdened and under so much stress?

Strategies

We believe that these families can be greatly supported by the work of NGOs and we have therefore made these organisations the pivot of our HIV/AIDS funding strategy.

Our partners' work builds on and strengthens a vast and very creative range of local responses used by communities to help families cope with HIV/AIDS. These range from informal fostering by the extended family (or if necessary non-relatives), through substitute or foster care families, to family-type groups, and child-headed households. In contrast with formal orphanages, these responses keep children linked to their families, communities, and culture – and they also respond to the reality that formal institutional care is completely unaffordable on the scale required by the current crisis. The Foundation seeks to learn about, and better understand, these and other effective family and community responses. And we will also carefully watch the limits of the resilience of families and the local communities, so that an unbearable burden is not placed on them.

As an example of what this approach means in practice, the Christian Children's Fund in Kenya has adopted an 'integrated approach to care for orphans and vulnerable children' that includes nutrition and child health projects, educational assistance, micro enterprise development initiatives, home-based care, psycho-social support, prevention of HIV infection, and the promotion of positive living for persons living

Mozambique: A grandmother listening to questions about transmission and symptoms of HIV/AIDS
project: A New Path for Children; Associação da Criança, Familia y Desenvolvimento (CFD)
photo: Loise Vaz, Hine Fellow at CFD, 2001-2002

with HIV/AIDS. One strength of such programmes is that they can provide substantial support to some of those hardest hit by the epidemic: households headed by children. For instance, they can offer older children counselling to help them cope with their grief; informal education if their family responsibilities have caused them to leave school; respite from caregiving by creating opportunities for younger siblings to attend daycare centres; and opportunities to increase their income. In such situations, it is worth stressing the Foundation's commitment to listening to children's voices: it is important to learn how children experience their vulnerability as this bears witness to their plight, and helps us and our partners develop more effective responses.

The Foundation also looks at young children as the next generation, building on its core principle that interventions in the early years of life have the most potential for achieving positive outcomes for children and their families. Many of today's young children will, within a few years, be confronting the possibility of contracting HIV/AIDS themselves. While much work has been done on HIV/AIDS prevention within the context of school, not much attention has focused on how to set the stage at earlier ages for safer behaviours. We would like to explore how cognitive and social skills learned in early childhood can help children to protect themselves in later life.

Since 1998, the Foundation has funded 17 HIV/AIDS projects across five countries, representing approximately EUR 3.1 million. These are briefly described below. In 2001 we began a process of systematically reviewing and learning from Foundation-supported projects. This process will lead to the development of a focused and dynamic strategy addressing vulnerable children, families, and HIV/AIDS. Sharing our insights and experiences will continue to inform the Foundation and its partners of effective approaches to family and community support. Networking is a priority – among NGOs, other foundations, peer organisations, and ministries focused on early childhood.

The dimensions of this crisis are indeed daunting, but its scale is also a call to action. Realistically, the resources that the Foundation can bring to bear are small in comparison with the need, but we are committed to working with our partners and the families and communities they serve, to use these resources to make real contributions to safeguarding children's well-being and development.

In 2001, the Foundation funded 15 projects with an HIV/AIDS component. These are shown in the table on the next page.

Kenya and Uganda

- The 'Home Based Day Care' project, operated by the African Network for the Protection and Prevention against Child Abuse and Neglect (ANPPCAN), to provide affordable and accessible early childhood care and education programmes to children, including AIDS orphans.
- The 'Community Support to AIDS Orphans' project operated in Kenya and Uganda by the Kenya Orphans Rural Development Programme and the Uganda Orphans Rural Development Programme, to strengthen family caregiving support systems for orphaned children, looking at health, nutrition, early childhood education, income-generation and information, and education and communication strategies for HIV/AIDS.
- The 'HIV/AIDS Behaviour Change Promotion' project operated by the Christian Children's Fund National Office in Nairobi, to conduct a baseline survey to identify the factors that impede the well-being of children in the face of HIV/AIDS, and to design appropriate strategies and interventions.
- The 'Participatory Training' programme operated by the Kenya Institute of Education, to train district officers in early childhood education centres on HIV/AIDS.

Nigeria

- The 'Child-to-Child Programme' operated by Hope for the Village Child and Mother's Welfare Group, to implement a comprehensive Child-to-Child programme, to alleviate poverty and improve ECD and living standards of 20000 young children in 35 targeted communities.

South Africa

- The 'National Children's Forum on HIV/AIDS' sponsored by the National Children's Forum on HIV/AIDS Project in Cape Town, for children infected/affected by HIV/AIDS to participate in workshops that encourage expression through art, poetry, essays, and so on.
- The 'Community Mobilisation for Child Care' project operated by the Thandanani Association, to plan the expansion of Thandanani's Aids Orphans Community Programme, that provides community-based care for children affected by aids through the establishment of Community Child Care Committees.
- The 'ChildrenFIRST' programme operated by ChildrenFIRST that produces a bimonthly magazine covering national and international issues related to children's rights and well-being, including HIV/AIDS.
- The 'Coordinated Orphan Responses' project operated by the AIDS Foundation of South Africa, to strengthen existing support systems to orphans and children who are vulnerable as a result of HIV/AIDS, and to ensure the necessary care and support from communities and government.

Zimbabwe

- The 'Community Fostering' project operated by the Child Protection Society to provide care and community fostering programmes to 250 AIDS orphans and 1,500 vulnerable children affected by HIV/AIDS.
- The 'Home-Based Orphan Support' project operated by the Community Foundation for the Western Region of Zimbabwe, to support orphaned children in rural communities through home based care groups.
- The 'Child Welfare Programme' operated by Inter-Country People's Aid, to identify the needs of children in informal settlements to formulate a participatory plan of action to address children's welfare.
- The 'Kuumba Netarisiro' project operated by the Federation of Kushanda Preschools, to build the capacities of communities for early childhood education, as HIV/AIDS orphans are being integrated into their village system to enhance their care.
- The 'Care Models in Farms' project operated by the Farm Orphans Support Trust, to support an integrated programme of education, health, and family ties for orphan children.

Thailand

- The 'Children and HIV/AIDS' project operated by the Training Centre for AIDS Awareness, to give all-around assistance to 60 children in five villages of Chiang Mai province whose parents are infected with HIV. Some of the children are also infected and some are orphaned.

BEST COPY AVAILABLE

The Effectiveness Initiative 2001

The Effectiveness Initiative (EI) is a five-year, in-depth, qualitative look at what makes ECD programmes work for the people who take part in them, and for the communities that are intended to be enriched by them. It involves 10 diverse projects operating in a range of distinct settings. 2001 marked the half way stage and all 10 projects are beginning to formulate the results from their investigations. At this point interim reports are available and are being shared through both group meetings and electronic exchanges. (A more detailed picture of developments to date can be found online at www.bernardvanleer.org in the form of the October 2001 edition of Early Childhood Matters. *Hard copies are also available from the addresses shown on the rear cover.)*

The scope of the EI is vast and complicated and here we have space only to review one aspect of the EI: the process of 'taking back'. This means taking back information gathered from a wide spectrum of people associated with a project, along with the outcomes of analytical and reflective work by the EI team. Through this process it is possible to check completeness and accuracy of the data and its interpretation. This helps maximise the learning for the EI and for those involved in the project. Through this process project people have a real voice in how their project is being presented to others.

To show how this works in practice, the following are edited extracts from a report by Bob Myers, Leader of the Colombian EI Team, about the taking back process with the EI participant project PROMESA and the community in Chocó that produced the data.

Surendranagar, India: Field visit to Effectiveness Initiative (EI) participant; EI consultant Anandalakshmy and project caregiver check the project diary
photo: Leonardo Yánez, Bernard van Leer Foundation

Taking back the findings, analysis and reflections

How it was done
Several visits were made to the project area to present preliminary results of the EI study to participants in the project who had provided information during earlier visits to Chocó. A preliminary grouping and analysis of information was shared with the same participants. This sharing is one form of disseminating the results, but it is also a means of checking how valid and complete the results are; and it had the additional effect of leading to further reflections about possible future actions to benefit PROMESA.

The core technique was to present participants with a set of cards, on each of which was one piece of information or 'finding' obtained during earlier visits. Participants were asked to review each of the findings, identify those with which they agreed or disagreed, and add any points they thought would complement what had been presented to them.

The outcomes
Specific results of the workshops and interviews included:

- those who provided the information gained a sense of the importance of their own contribution to the project, and of the information they had provided.
- The significance of the roles of paraprofessionals, and of self-management was highlighted.
- There was recognition of the importance of a programme in enhancing self-concept and the confidence of those involved.
- Credibility was highlighted as a key to effectiveness (sometimes expressed as confidence in the implementing organisation).
- There was recognition of the importance of commitment to the mission of the organisation by those providing services.
- Young adults who had been in the programme as children and now have children of their own, offered to volunteer their time.
- The children of PROMESA paraprofessionals have become enthusiastic young leaders.
- There was recognition of the differences in the implementation of PROMESA's philosophy and general methodology in differing contexts.
- A new work plan for PROMESA was created.

Thoughts on taking back findings, analysis and reflections.
People felt that taking back helped to validate information and preliminary interpretations. In general, they seemed to be in agreement with what had been recorded and summarised, and also offered a few of their own observations. In addition, complementary interpretations and new findings emerged. For instance, 'culture', in terms of different ethnic origins and practices, was not directly addressed within the project, but the way in which the project evolved and the ways in which the project treated people, led to a new appreciation of indigenous peoples. Moreover, the project led to the recapturing of some elements of the coastal culture.

Other benefits of taking back ranged from helping participants gain a broader vision of PROMESA than they had previously had, to helping them value what had been done and motivating them to continue or renew efforts.

The Tracer Studies Programme

For some years, the Foundation has been running a programme of tracer studies to follow up what has happened to participants in early childhood projects some years after the intervention. During 2001 two reports of tracer studies were published by the Foundation in its Early Childhood Development: Practice and Reflection series, in a new sub-series called Following Footsteps. These record the progress of the children, their families, project workers, the communities or the organisations five or more years down the line and analyse and discuss the findings. Each of the programmes studied is unique and the methods used for tracing, gathering data and analysing are many and varied.

The first Following Footsteps book – *A new door opened* – is about the effects on a small sample of teenage mothers and their children of the Fundation-supported Teenage Mothers Programme in a rural area of Jamaica. The programme took an all-embracing approach that encompassed the development of the young women (intellectually, academically, socially and vocationally), stimulation and care for the babies, support in the home and contacts with the babies' fathers.

Ten of the mothers who had participated in the early years of the the programme were traced in 1999, and they and their children were interviewed, as were a matched comparison group of another 10 mothers and children who had not been in the programme. The findings provide solid evidence of the very positive effects of the programme: all the former programme mothers are employed; most have undertaken post-school training; and their children are mostly ranked above average by their teachers. This is in contrast to the comparison group who had not been involved in any programme: their employment rate is much lower and their children are mostly ranked below average to average by their teachers. These mothers have given birth to more than twice as many babies as those in the programme group over the same period.

The second Following Footsteps book – *In the web of cultural transition* – reports on a study in Kenya that tracked nearly one thousand children from their preschools through to upper primary and the first form of secondary school. Half of these children had been with preschool teachers who had received two years of training for their work, the others had been with untrained or little trained preschool teachers.

In some ways, the most interesting aspects of this report are the unexpected – or unintended – findings. These included the wastage in the system because of the high rates in all schools of repetition, absenteeism and dropout, especially because very few of the schools were aware of these until alerted by the research team. The design of this study led to an emphasis on academic performance, but other issues in the environment that surround the children and affect their development are also revealed: too many opportunities for casual labour, and for brewing and selling illegal liquor; inadequate male role models; children living with grandparents or single mothers; peer pressure; poverty; and the impact of HIV/AIDS. And, of course, so many social changes have taken place and continue to take place in Kenya that, as the authors say, 'Most of the parents have been caught up in the web of cultural transition where there are no longer clearly defined values and moral codes of behaviour that should be instilled in children and young people'.

Taken as a whole, this rapidly developing series of reports of tracer studies will contribute to our understanding of the effects, and effectiveness, of early childhood programmes. Copies of the publications are available, free of charge for single copies, from the Foundation.

Supporting Indigenous Peoples: the Footholds in the Hills project

Worldwide there are more than 300 million indigenous people, sometimes referred to as members of First Nations. The Bernard van Leer Foundation has been supporting local organisations that represent the interests of First Nations for over thirty years on various continents. During the past five years, we have worked with around 18 organisations, primarily in Asia, Latin America, and Africa. We relate to a wide range of resource people and institutions who represent their interests; and we actively contribute to the international dialogue about indigenous people with a special focus on children. Based on our experience of supporting children growing up in these communities, and in consultation with indigenous peoples, the Foundation's support generally follows four main streams:

1. helping to ensure the rights of children growing up in communities of indigenous people, as defined by the Convention on the Rights of the Child and the people themselves;
2. ensuring the education of these children, with a focus on both content and process;
3. building on collective identity and culture to strengthen pyscho-social development; and
4. promoting the versatile skills that First Nation people have in raising children in the first three years.

One example of the work we support is that of the Inter Mountain Peoples Education and Culture Association in Thailand (IMPECT). IMPECT works in five Lisu and six Pgagenyaw communities, all located in the mountains around Chiang Mai in northern Thailand. It aims to strengthen tribal children from the highlands educationally and personally through a process of cultural regeneration. IMPECT takes the line that, through early childhood development (ECD), communities can work towards developing local leadership, transmitting local knowledge and restoring the relationships between generations.

Since the start of the project in 1999, IMPECT has initiated activities that build on their own study of traditional knowledge about pregnancy, birth and infancy. One outcome is the development of an ECD curriculum that incorporates local knowledge and practices, and that is complemented by the development of indigenous teaching/learning materials. Another is providing additional support to preschools by bringing in Elders and others familiar with traditional customs – something that also helps to restore the intergenerational processes that transmit local knowledge to young children.

All of this recognises that highland tribal celebrations, rituals, and customs are a central influence in both preschool routines and in village life, and that children occupy a very important position in these communities. Preschools are therefore open to the community and become more a part of community life. This reinforces the integration of their programmes and stimulates activities in the community around indigenous culture and practices pertaining to young children.

In 2001, we made an additional grant for work to link culture, preschool and broad-based education in a process that will give tribal children alternatives and options for their future. This grant will also enable bicultural education in preschools and in the community to be extended to children in six more tribal groups. The curriculum that has been developed will be refined and a similar curriculum development process will be launched in the new communities. Capacity building for IMPECT personnel, preschool

Thailand: Hmong children taking care of younger siblings
project: Footholds in the Hills; Inter Mountain Peoples Education and Culture in Thailand Association (IMPECT)
photo: Colin Nicholas, Center for Orang Asli Concerns (COAC)

teachers and community leaders in child development, leadership and cultural knowledge will be strengthened. Multi-media learning materials will be produced for children and parents. In addition, two workshops with academics, NGOs, government agencies and social groups will develop common strategies in supporting tribal children.

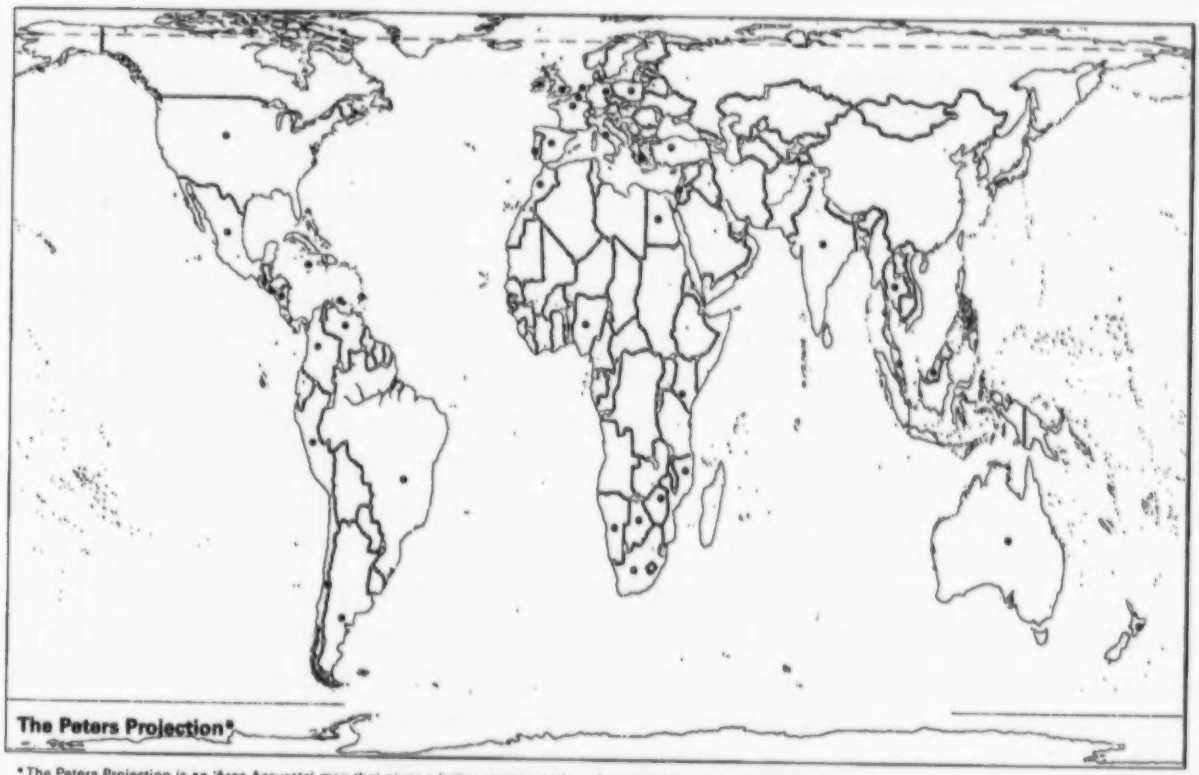
Across the various programmes that the Foundation supports, we see that indigenous peoples are spread along a continuum in terms of their traditional reference points such as land, culture, beliefs and language. Among these communities, we often see an array of highly sensitive skills in raising children that reflect the ideals that we promote as good practice. These include active roles for all generations in the upbringing of children, a strong collective sense of respect for every child that is born, extensive use of the physical environment in the lives of children, and local events that celebrate their development. In supporting programmes, the Foundation's objective is to understand the choices that families are making in relation to the youngest children, and to support the capacity of indigenous peoples to create a safe, loving and stimulating environment for children based on aspects of both continuity and change.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Malaysia: Siblings in Chewong
project: Lessons from the Countryside: Partners of Comm
Organisations in Sabah (pacos)
photo: Colin Nicholas, Center for Orang Asli Concerns (co

Countries in which the Foundation made earmarkings 1999-2001



* The Peters Projection is an 'Area Accurate' map that gives a better representation of geographical size and proportion than do most projections.

Argentina, Australia, Belgium, Botswana, Brazil, Chile, Colombia, Egypt, El Salvador, France, Germany, Greece, Guatemala, India, Ireland, Israel, Italy, Jamaica, Kenya, Malaysia, Mexico, Morocco, Mozambique, Namibia, The Netherlands, Netherlands Antilles, New Zealand, Nicaragua, Nigeria, Peru, Poland, Portugal, South Africa, Spain, Thailand, Trinidad and Tobago, Turkey, United Kingdom, United States of America, Venezuela, Zimbabwe

BEST COPY AVAILABLE

In 2001 the Foundation made project earmarkings (money set aside by the Foundation when projects are approved for funding) for a total of EUR 13.8 million in 41 countries. This reflects a continuing increase over the years: the comparable figure for 2000 was EUR 13.3 million. In addition to earmarkings for country-based projects, earmarkings are also made for operational projects. These are projects that are implemented by the Foundation itself and include: Publications and Media; Network Development; Programme Development and Documentation; the Effectiveness Initiative; Tracer Studies; the Foundation Sector; and the Oscar van Leer Award.

An overview of earmarkings by country for the period 1999 – 2001 is set out in Table 1; and earmarkings for operational projects are shown as a separate item.

Table 1 Earmarkings by country 1999-2001

	1999	2000	2001	1999-2001	% of 3 year total
Argentina	0.020	0.319	0.004	0.343	0.90
Australia	0.008	0.084	0.142	0.234	0.62
Belgium	0.052	0.212	0.081	0.345	0.91
Botswana	0.344	0.023	0.015	0.382	1.00
Brazil	0.029	0.429	0.325	0.783	2.06
Chile	0.083	0.210	0.035	0.328	0.86
Colombia	0.848	0.577	0.108	1.533	4.03
Egypt	0.097	0.388	0.093	0.578	1.52
El Salvador	0.045	0.177	0.000	0.222	0.58
France	0.000	0.229	0.150	0.379	1.00
Germany	0.548	0.056	0.778	1.382	3.64
Greece	0.399	0.085	0.026	0.510	1.34
Guatemala	0.041	0.090	0.950	1.081	2.84
India	0.408	0.486	1.109	2.003	5.27
Ireland	0.000	0.008	0.000	0.008	0.02
Israel	0.978	0.407	0.956	2.341	6.16
Italy	0.352	0.016	0.000	0.368	0.97
Jamaica	0.518	0.491	0.459	1.468	3.86
Kenya	0.126	0.983	0.786	1.895	4.99
Malaysia	0.919	0.449	0.012	1.380	3.63
Mexico	0.167	0.000	0.276	0.443	1.17
Morocco	0.309	0.027	0.000	0.336	0.88
Mozambique	0.333	0.081	0.676	1.090	2.87
Namibia	0.053	0.239	0.269	0.561	1.48
The Netherlands	0.783	0.596	0.451	1.830	4.81
Netherlands Antilles	0.072	0.180	0.044	0.296	0.78
New Zealand	0.002	0.000	0.004	0.006	0.02
Nicaragua	0.075	0.436	0.009	0.520	1.37
Nigeria	0.159	0.469	0.163	0.791	2.08
Peru	0.585	0.993	0.210	1.788	4.70
Poland	0.194	0.188	0.513	0.895	2.35
Portugal	0.324	0.045	0.000	0.369	0.97
South Africa	1.031	0.665	1.022	2.718	7.15
Spain	0.019	0.069	0.104	0.192	0.51
Thailand	0.296	0.506	0.402	1.204	3.17
Trinidad & Tobago	0.009	0.138	0.067	0.214	0.56
Turkey	0.000	0.308	0.400	0.708	1.86
United Kingdom	0.043	0.747	0.425	1.215	3.20
USA	0.148	0.559	0.282	0.989	2.60
Venezuela	0.096	0.216	0.423	0.735	1.93
Zimbabwe	0.096	0.694	0.732	1.522	4.00
Others	0.278	0.440	1.310	2.028	5.34
Subtotal	10.887	13.315	13.811	38.013	100.00
Operational projects	1.758	1.313	0.183	3.254	
Total	12.645	14.628	13.994	41.267	

Amounts EUR x 1,000,000

Monies earmarked for developing and industrialised countries

In 2001, the actual distribution of earmarkings over developing and industrialised countries was in line with the policy of the Foundation: two thirds of monies granted were to developing countries, and one third to industrialised countries. For the categorisation of countries as 'developing' or 'industrialised', the Foundation uses the United Nations' criteria.

Table 2 Earmarkings in developing and industrialised countries*

	1999	2000	2001	1999-2001	% of 3 year total
Developing countries	6.9	9.8	8.6	25.3	66.6
Industrialised countries	4.0	3.5	5.2	12.7	33.4
Total	10.9	13.3	13.8	38.0	100

Amounts EUR x 1,000,000
** Excluding operational projects*

Earmarkings by amount

As usual, many earmarkings were for substantial amounts and relate to long term projects. The development of these projects is carefully monitored and actively supported; and the processes and outcomes of such projects are analysed with a view to informing policy and practice. They provide the Foundation with the profile it wishes to have: not just a funder but an organisation that adds value to its funding and that learns from its own experiences. Table 3 provides a breakdown of the amounts earmarked in 2001.

Table 3 Earmarkings by amount*

EUR			Number	Amount**	Amount as % of total
0	-	20,000	46	0.43	3
20,000	-	70,000	56	2.23	16
70,000	-	140,000	20	2.10	15
140,000	-	230,000	9	1.61	12
230,000	-	450,000	14	4.92	36
450,000	-	>	5	2.52	18
Total			150	13.81	100

**Excluding operational projects*
***Amounts EUR x 1,000,000*

Overview of expenditures

The spending of the Foundation is not just related to earmarkings to country-based projects and operational projects (together referred to in Table 4 as 'earmarkings to projects'), but also to the operations of the Foundation: the Department of Programme Development and Management, the Department of Programme Documentation and Communication, and Support Services. These are shown collectively in Table 4 as 'Central Costs'.

Table 4 **Expenditure**

	1999	2000	2001	1999-2001	% of 3-year total
Earmarkings to projects	12.6	14.6	14.0	41.2	72.8
Central costs	4.6	5.4	5.4	15.4	27.2
Total	17.2	20.0	19.4	56.6	100

Amounts EURO x 1,000,000

The total spending by the Foundation in 2001 amounted to EUR 19.3 million, of which more than 90% came from the Van Leer Group Foundation. The following co-funders channeled a total of EUR 369,800 through the Foundation to support work with young children: Verhagen Foundation (Netherlands); Fonds 1818 (Netherlands); Stichting Klein Hofwijck (Netherlands); The Franciscus O Fund (Belgium) managed by the King Baudouin Foundation; and the Rich Foundation (Israel).

Bangkok, Thailand: Nong, 36, and Tung nine months
project: My Babies Second Home; Foundation for Slum Child Care (FSCC)
photo: Jim Holmes/Bernard van Leer Foundation ©

Zimbabwe: a father reads a story to children (3-5 year olds) while their mother is involved in income-generating projects in the morning
project: Child Welfare Programme; Inter-Country People's Aid (ipa)
photo: Paolo Viaylava

BEST COPY AVAILABLE

Major grants approved by the Foundation during 2001

The list below shows the major grants made by the Foundation in 2001. Only grants with a value of EUR 7,500 or greater are shown and most are listed by country. There are also sections covering 'Regional projects' and 'Special projects'. Entries are generally arranged as follows:

Name of project with acronym where applicable
Name of partner organisation(s) with acronym where applicable
A brief description of the purpose of the grant.

Details of all currently supported projects can be found in the publication* Project Descriptions *that can be viewed and downloaded from the Foundation's website: www.bernardvanleer.org. Hard copies are also available on request from the addresses shown on the back cover.

Australia

Advocacy for the Stolen Generations
Secretariat of the National Aboriginal and Islander Child Care (SNAICC)
For the production of a publication on the work of SNAICC since its establishment in 1982, highlighting its key role in advocacy around issues related to the 'Stolen Generations' – children who were removed from their parents to be fostered by non-indigenous families. This will contribute to the quest of indigenous and non-indigenous organisations, communities and individuals to address the well-being of indigenous children. The publication, presented primarily through oral histories, will also alert policy makers and practitioners in Australia to issues from an indigenous perspective.

Engaging Fathers
University of Newcastle – Family Action Centre
For enhancing the well-being of disadvantaged children aged zero to eight years by increasing fathers' involvement in their development. The project will work for more effective institutional service delivery for Aboriginal, low socio-economic, middle class and rural groups. In each of three target areas, primary schools will offer a range of programme initiatives to fathers, staff, mothers and children. Childcare centres and providers of antenatal family services will initiate Father Involvement Teams, identifying goals and developing programmes. Family services targeting zero to eight year olds will also join the project and develop links with existing 'Engaging Fathers' programmes. A National Reference Group will expand as the project develops. Conferences in Newcastle, Australia and in Atlanta, USA will enable networking and the dissemination of the project's experiences.

Belgium

Toi Moi Vous Nous
Université de Liège, Faculté de Psychologie et des Sciences de l'Education
For contributing to the quality of childcare services for children aged zero to three, by developing and implementing activities that promote Respect for Diversity. The project centres on the development of appropriate good practices in early childcare structures in the city of Liège; articulating experiences and reflections about early childcare and Respect for Diversity; and elaborating a practical framework. Results will be disseminated so as to impact on policy and to feed into a 'train-the-trainers' curriculum at university level. Existing resources and expertise from the programme Respect for Diversity and Quality Childcare' already developed by Belgian and other European partner organisations, are being used.

Brazil

Black Children, Phase II
Fundação da Criança e do Adolescente, Maranhao (FUNAC-Maranhao)
For testing a multi-sectoral programme to enhance rural Black children's cultural heritage. Operating in seven communities, trained project staff members will select and train adolescents to be Black youth promoters on basic ECD concepts, health, nutrition, Black ethnic identity, and Child-to-Child methodologies. Activities are based on a 'learning

through play' curriculum that deals with Brazil's Black history and culture through puppet theatre and play activities that enhance children's ethnic self-esteem and autonomy. Children's creativity is also stimulated by letting them tell stories; and this also enhances their cognitive capacities. A mothers' group and a youth group will be set up in each community to take charge of further project developments.

Childhood Messengers
Serviço Social da Indústria (SESI), Rio Grande do Norte
For testing a Child-to-Child approach to foster the emotional and physical well-being of poor rural children younger than six years. Adolescent siblings implement ECD play activities with young children with the technical support of the project field team; and the project also includes a number of home-based activities for the adolescents to inform families on children's health, nutrition and developmental issues through a toy kit. The project is also testing a community-based radio broadcasting programme to inform families on children's developmental issues; and learning about the use of loan schemes for poor rural families.

Childhood Messengers, Phase II
Serviço Social da Indústria (SESI), Rio Grande do Norte
For consolidating and documenting a Child-to-Child strategy, and disseminating its results among local municipalities to secure future sustainability. Operating in five municipalities, the project selects and trains mothers and Childhood Messengers (young adolescents) in basic ECD concepts, health, nutrition and social issues. The Messengers then take part in 'learning through play' activities with groups of children zero to six years, supported by the mothers and by community leaders. They also implement a home-visiting programme to inform parents on issues related to child development, prevention of domestic accidents, first aid, contagious diseases and children's rights. Parents make toys and support activities, while a community radio programme – managed by adolescents – informs families about children's developmental issues.

Childhood Play, Phase II
Serviço Social da Indústria (SESI), Piaui
For informing families and communities about the relevance of children's play activities for their development. In this phase, operations are expanding to four rural communities reaching about 800 children younger than six in 230 families. Children attend weekly 'learning through play' activities in four community centres, using toys and games to enhance children's emotional and cognitive development; while mothers learn about child development and health issues (cancer prevention, general hygiene) and produce toys for their children, and handicrafts. Monthly cultural events with parents improve inter-family relations and support; while a home-visiting programme covers maternal health and ECD/nutrition issues. Following the launch of a manual on child development, the project is working on a manual and a video on play activities. A third manual is planned on children's health and nutrition; while a children's play site, built in cooperation with the local community and the municipality, aims to encourage child-centred activities by the community.

Children's Progress
Posto de Puericultura Suzanne Jacob (PPSJ), Piaui
For mapping potential interest and the possible involvement of local entrepreneurs in child-related programmes. The project combines concrete activities in the field of children's nutrition and stimulation using a Child-to-Child strategy. It serves as a demonstration site to interest the business community in the city. The project will also help PPSJ to gain further experience with community-based projects and to possibly develop a broader coalition with other childminders.

Familia sem Viôlencia
Centro de Combate a Viôlencia Infantil (CECOVI), Ceara
For developing and testing a family-based approach to the prevention of domestic violence against children aged zero to six years. 50 families at risk will take part in a home-visiting scheme on the prevention of domestic violence. The purpose of the visits is to provide information and counselling about child development, intra-family communication styles and cooperative resolution of conflicts. The home-visiting scheme will be complemented by weekly meetings for the families, for providing further information and training. A local support network will be set up in the shantytowns, and members will be trained in family crisis management and first aid. It will also enable the provision of additional support in extreme situations. A weekly radio programme will provide information on the project's progress; while CECOVI will network at state and federal level with existing advocacy programmes on domestic violence.

Caldas, Colombia: Visiting rural families
project: Infancia y Familia Rural; Fundación para el Desarrollo Integral del Menor y la Familia (FESCO)
photo: FESCO

Prácticas de Criança Infantil no Sertao
Serviço Social da Indústria (SESI), Paraiba
For expanding SESI's preschool, health and sport services to include approximately 32,000 children, adolescents and adults living in small cities in the Sertao region of the State of Paraiba.

Municipal ECD
Prefeitura Municipal de Aracatí e Beberibe, Ceará
For a pilot endeavour on inter-sectoral cooperation (education, health and social services) between municipalities (Aracatí and Beberibe) that will test a multi-sectoral approach to enhancing the developmental status of children younger than five years. It will deliver a basic ECD service for the children of 225 families in four rural townships in the State of Ceará.

Chile

Protagonismo Infantil
Fundación Nacional para la Superación de la Pobreza (FNSP)
For enhancing a reflection process among private and public entities associated with the Arica Children's Network about the conceptual and methodological issues related to children's participation. FNSP is a leading private entity in the field of policy design for poverty alleviation in Chile. Its approach is to learn from practice through implementation of different programmes in the country, and through networking with the Foundation's partners in Chile, Peru and Argentina.

Virtual Library
Mak Consultoras SA
For implementing a virtual library on the themes of early childhood development, resilience, family issues and community empowerment, using the infrastructure and logistics of the Centro de Estudios Sobre Niñez y Mujer (CEANIM).

Colombia

Convivencia y Democratización
Fundación para el Desarrollo Integral del Menor y la Familia (FESCO)
For a three day conference to discuss violence, its causes, its impact on children, and remedial strategies in Latin America. The conference is for representatives of Foundation-supported projects in Latin America; and materials deriving from the conference will be disseminated to interested agencies that deal with this phenomenon.

Prevención y Atención de Adolescentes del Barrio Galán
Fundación para el Desarrollo Integral del Menor y la Familia (FESCO)
For providing a range of development activities for children, pregnant and lactating women (often single mothers), adolescents and the older generation, within a broad range of educational and community development programmes and services in a very depressed urban area of Manizales. FESCO focuses on organising the community to set up small, income-generating activities, and on improving the environment and housing conditions.

Proyecto Yacuruna
Fundación Omacha
For training workshops for indigenous children and youth in the ecological preservation of the environment in the Amazon region, supported by local teachers, parents and interest groups.

Video Niñez y Desarrollo
Edu TV @ La Mesa
For teaching Secondary school students the techniques of producing video films on aspects of daily life in their community, as part of their professional training and personal skills development. The videos are to be for educational purposes and will be shown on local cable TV. They deal with a variety of topics including: family life; childcare; parenthood; maltreatment and violence; and environmental and ecological issues. They will also be widely distributed and used in information campaigns for the broader public to raise awareness and sensitivity.

Egypt

Mapping Fatherhood Issues
North South Consultants Exchange
For action research to map fatherhood issues in Egypt, in both urban and rural realities. This includes a literature review and field-based interviews with key informants and focus groups. The resulting research report will contribute to the Foundation's understanding of the role of fathers in child development in the Arab cultural context.

Playing is the Occupation of Children
Mediahouse
For developing a series of video films on early childhood development, to be used in training sessions with early childhood professionals and in parents' groups. The central message is that playing is fundamental in a young child's life and is also learning.

Topics to be covered include language; music and movement; scientific and mathematical theories and concepts; artistic and spontaneous activities; behavioural and social concepts; the relationship between the preschool and the family, and between the preschool and other institutions within the community; and gender issues.

France

L'accueil de la Diversité
Association des Collectifs Enfants-Parents Professionnels (ACEPP)
For disseminating the practice and reflections of ACEPP on Respect for Diversity, and on wide parent participation in childcare services in the early childcare sector. The methodology 'Training-Action-Research' related to Respect for Diversity is to be implemented in seven Departments. This project is part of a wider initiative that also impacts on national policies, and plays an important role in European networks.

Respect pour la Diversité
Ecole de Service Social du Sud-Est (ESSSE)
For preparing a three year project proposal to develop training approaches for childcare professionals, for the introduction of the concept of Respect for Diversity. The preparation will include exploring and analysing current practices and policies; and the project will build on the parent-child relationship, taking into account the immediate environment as well as the broader social context.

Germany

Demokratie Leben
Institut für den Situationsansatz, Freie Universität, Berlin
For creating conditions for structural changes within the preschool and elementary school sector, based on the development of educational practice around the concept 'Demokratie Leben' (Experiencing Democracy). The project employs Respect for Diversity principles for working with young children, ECD workers and parents from the majority population, adapting them for the local contexts. This is done through an in-service training programme for ECD workers and elementary school teachers. The project also networks nationally and builds local coalitions. The project is supported by the Federal Ministry of Family Affairs and the Linden Foundation for Early Education.

Intercultural Parent Support, Phase II
Arbeitskreis Neue Erziehung (ANE)
For the production of parent support materials; organisational skills training and capacity building of Turkish parent associations; networking with German statutory services; and awareness raising/advocacy. The project is also assessing the possibilities of using Internet technology both to reach migrant parents of Turkish origin, and to prepare the project to join the initiative 'Network of Intercultural Communication' (see entry below).

Kinderwelten
Institut für den Situationsansatz, Freie Universität, Berlin
For a conference and a booklet about Respect for Diversity principles in mainstream statutory childcare structures that have a high percentage of children from culturally diverse backgrounds. This work is part of a wider initiative to disseminate an in-service training programme on Respect for Diversity in Germany and throughout the Foundation-supported European DECET network (see page 49).

Network of Intercultural Communication (NIC)
Arbeitskreis Neue Erziehung (ANE)
For piloting information technology products aimed at supporting parents, as well as facilitating intercultural dialogue. NIC will test, develop and deploy new information technologies, including a website based on the 'Connect for Kids' model developed by the Benton Foundation (see page 46); a data bank service for parents based on the Berliner Eltern Netzwerk (Berlin parent network) model developed by ANE; and a handbook for parents on accessing and using Internet technology.

Greece

Respect for Children's Needs and Rights
Schedia Centre of Artistic and Pedagogical Training
For a two day conference on quality issues in preschool education for all children including minority and migrant children, to be attended by 250 participants including policy makers, educational managers, the academic community and ECD professionals.

Guatemala

Los Niños en la Comunidad con los Niños, Phase II
Fundación Esfuerzo y Prosperidad (FUNDAESPRO)
For providing integrated daycare services for children aged zero to six years in low-income urban areas; training educadores and coordinadores in health programmes; expanding the programme by strengthening inter-institutional contacts between organisations at municipal and national levels; and continuing to reinforce the administrative and organisational capacity of community organisations.

Niños Indígenas Desplazados, Phase IV
Enfants Réfugiés du Monde
For developing a good preschool education system in Guatemala for displaced families and communities, the majority of which are indigenous. This phase builds on the previous achievements of the 'Programa Jardines Infantiles' in the Ixil and Petén regions; the validation of the associated training programme for local bilingual indigenous promotores by the Ministry of Education; and their appointment by the Ministry as 'Maestros Pre-primarias bilingues'. Enfants Réfugiés du Monde will gradually transfer responsibility of the programme to the newly established association of bilingual teachers (APEDIBIMI) in the Ixil region and the Asociación de Maestros Rural de Guatemala in the Petén area. Both organisations will be further strengthened in fundraising techniques, project formulation, and reporting and advocacy in Guatemala, to influence policy makers in the governmental sector and in other NGOs.

India

Children on the Move
Mobile Crèches
For impacting on the lives of children at risk by making qualitative changes to India's largest public ECD programme, Integrated Child Development Services (ICDS). It will do this by systematically extending its training and resource support; and by increasing coverage of children outside ICDS by training local women, in collaboration with distance education institutions, to care for children within their homes.

Earthquake Relief
Self-Employed Women's Association (SEWA)
For attending to the most immediate relief needs of the families and children affected by the devastating earthquake of January 2001. SEWA, which has an active base at the disaster stricken sites, despatched three teams into the villages to provide relief to the households in need. In total, 37 organisers and 200 SEWA volunteers, in more than 20 teams, were involved in the relief campaign.

Earthquake Relief

Voluntary Health Association of India (VHAI)

For addressing the most immediate relief needs of the families and children affected by the devastating earthquake of January 2001. VHAI operated three medical teams as well as 20 experienced mobile relief teams in remote areas in Bhuj, Gujarat. These teams provided emergency health care, supplied relief material to surviving victims and provided special care for vulnerable women and children. Post-relief operations were subsequently designed, addressing immediate health and survival needs of the survivors and their long-term rehabilitation.

Operation Resource Support

MS Swaminathan Research Foundation (MSSRF)

For a three day workshop for stakeholders involved in improving the quality of early childhood education, to investigate the ability of the Early Childhood Environmental Rating Scale, developed in the United Kingdom, to assess the quality of the learning environment in India.

Taking Care of our Children, Phase III

Mahila Sewa Trust (MST)

For setting up 27 new centres in Ahmedabad and 15 new centres in Kheda District; and improving existing centres, especially those affected by the earthquake in 2001. A Spearhead Team in Ahmedabad will engage in monitoring, liasing with all stakeholders in the project and problem-solving. Each centre will draft a plan for financial and managerial sustainability. A Child Development School will be set up in which mothers, fathers, children and teachers can systematically learn about how they relate to early childhood. The School will also offer training and workshops on childcare and development, health care and nutrition. Spearhead Teams will follow up to see what the impact is in practice. MST will also host an international event under the Effectiveness Initiative (see pages 17 and 49) about its findings about effectiveness. This will also make the link between effectiveness and the lobbying of government for greater investment in young children.

Tying Nets, Catching Children, Phase II

Loyola College

For a programme of work to strengthen the TN-FORCES network for child survival and development that operates in Tamil Nadu State. TN-FORCES is part of the FORCES national network (see entry below). It has gathered 105 members – comprised of NGOs, public

Gujarat, India: A mother and children helped in rebuilding and rehabilitation after the 2001 earthquake by VHAI teams
project: Earthquake Relief, Voluntary Health Association of India (VHAI)
photo: Brajo Gopal; VHAI

and parastatal actors, trade unions, academia, and professional associations – and has developed an agenda of work related to concerns about children in Tamil Nadu. Regular meetings at Loyola College will be held for decision-making and monitoring; special workshops or meetings will be held with resource people, government personnel and others who play a necessary role in implementation; programmes for Children's Day, Women's Day, Teachers' Day, and so on, will be organised; the groundwork will be put in place for capacity building, training, quality, and for equipping a convenor to take over the reigns; and TN-FORCES will support advocacy efforts for children.

VHAI/BVLF Corpus Fund

Voluntary Health Association of India (VHAI)

For creating a mechanism by which both government and civil society can monitor the well-being of children through documentation, sensitising relevant audiences to early childhood issues, and effective programming. VHAI is drafting a major reference work about the state of India's children, and is mobilising the press, the civil service, and relevant government departments to act on the findings and recommendations of the report. It is also encouraging the voluntary sector and the UN system to be more proactive in relation to young children; and is stimulating its wide membership to promote ECCD on the ground in a more informed and systematic way.

Who Cares for Children, Phase II

Young Women's Christian Association (YWCA)

For consolidating the FORCES national network by promoting an active membership that reflects diverse interests, and by extending the network horizontally to other groups in civil society, as well as hierarchically with government or parastatal bodies. FORCES will seek representation on government committees; establish alliances with grassroots groups; establish a stronger profile in the media; develop a website; and attend press meetings. It will work towards a comprehensive Childcare and Maternity Code and a statutory National Fund for Children; advocate for increased allocation for Maternity Entitlements for working women; and work to influence the national Education Policy to include zero to six year olds, and the Population Policy to not penalise women and children in larger families. YWCA will serve as the secretariat for FORCES, and will produce the FORCES Gazette.

Indonesia

Steadfast Children

Yayasan Insan Kamil

For the exposure of project staff to Foundation-funded programmes in Thailand that work towards similar educational goals in disadvantaged urban settings. This will enhance Yayasan Insan Kamil's support for disadvantaged families as they seek the best possible opportunities for their young children, with particular attention to value-based learning. Yayasan Insan Kamil will compile a directory of preschools in Jakarta and develop guidelines about good practices based on previous canvassing of preschools.

Israel

Beer Sheva National Dissemination, Phase IV

Association for the Advancement of the Ethiopian Family and Child in Israel (ALMAYA)

For disseminating modular educational programmes and resources for enhancing the identity and integration of Ethiopian immigrant children and parents; and to make the dissemination programmes and the local programmes in Beer Sheva sustainable. This project plays an important role in a master plan serving Ethiopians' educational needs, presented by a national coalition of agencies that includes ALMAYA.

Comprehensive ECD Community Management

Israel Association of Community Centers (IACC)

For preparing the ground for an innovative, inter-agency ECD programme which will, both locally and nationally, pilot new partnership arrangements that include parents. It will also test new ways of joint learning within and between multicultural communities. A five party steering committee has been formed, and additional, complementary, parties will be involved. Relevant experiences of other Israeli agencies will be studied; a common language of understanding will be defined; a code of conduct will be established; methodologies for entering each community for documentation and evaluation will be formulated, and indicators to measure participation and success will be defined. The target populations are the poor, new immigrants, Arabs, and the disadvantaged veteran Jewish population.

Synergy in ECD for Arab children

Musharaka for Early Childhood Development and Care

To a new trust, committed to serve the needs of Arab children and their families, that is made up of: the Israel Association of Community Centers; the Pedagogical Centre Dar Al-Tifle Al-Arabi in Acre; the Trust of Programmes for Early Childhood, Family and Community Education; the Negev Education Association; Dar Al-Tifle Al-Arabi in Arrara and the Al-Tufula Pedagogical Centre in Nazareth. The project will take a holistic view of Arab children's development, addressing issues such as the Arab child's identity within the State of Israel, and working with parents. To empower the Arab child and family in Israel, the project will work to provide the means to enable them to interact and adapt to a rapidly changing world. The approach will be based on integrated, holistic and inclusive methods of ECD, as well as on using the Arab culture, history and heritage as a reference. This will enable children to, first, know themselves and then, based on a capacity for critical thinking and a critical approach, be able to live with the other groups in society. The project will develop a national level ECD coalition and programme for the Arab community, based on a common vision and building on each organisation's unique features and relative strengths.

Jamaica

Resource Centre Upgrading Project, Phase II

Dudley Grant Memorial Trust

For enhancing the capacity of two pilot resource centres to deliver integrated programmes; promote the Resource Centre concept; and evaluate the project. Since 1997, the Resource Centre Upgrading Project has sensitised local preschool and childcare staff to

embrace the implications of an integrated approach to early childhood development, to strengthen existing management structures at local resource centres, and to help to upgrade its physical facilities and equipment. In this phase, two centres will build on initial upgrading and sensitisation efforts by conducting a baseline study of the network of 17 resource centres to determine their status in terms of human and financial resources, and programme and service delivery. Resource centre managers will be provided with knowledge and skills to prepare Basic Schools personnel for certification, and for delivering training for 500 teachers and caregivers.

Kenya

Children and Young Mothers Programme
Slums Information and Development Resource Centres (SIDAREC)
For empowering young mothers in the oldest slum in Kenya by using information as a mobilisation tool and strategy to build knowledge and foster participatory development. The point is to reduce their apathy and vulnerability and build their capacities, so that they can offer a better life to their children. Two key objectives are to enable young mothers to set up their own small businesses to provide the family income; and to ensure that their children participate in child development and recreational activities. The community will also be sensitised on child rights issues and AIDS/HIV.

Community-based ECD Programme in Samburu District
Kenya Institute of Education (KIE)/Christian Children's Fund (CCF)
For the preparation of a district-wide project that will help to improve the quality of life of Samburu children within a broader context of family and community health, education, early stimulation and care. This project will meet the need for a concerted effort by organisations working in several sectors: health; education; water; and household food security.

Community Support to AIDS Orphans
Kenya Orphans Rural Development Programme/Uganda Orphans Rural Development Programme (KORDP)
For strengthening family care and support systems for children orphaned by AIDS in two districts. This project follows a planning grant that identified the needs of communities on both sides of the Kenyan/Ugandan border with respect to care and support of AIDS orphans and families affected by HIV/AIDS. Using participatory methodologies, an integrated, multi-sectoral project has been designed to strengthen the family support systems for orphaned children. The project looks at health; nutrition; early childhood education; income generation; and information, education, and communication strategies for HIV/AIDS. It will train 380 caregivers in household food security, 950 families in small enterprise development and 52 Community Health Workers in home-based care. The project is also improving existing daycare centres and establishing new ones in selected communities on both sides of the border to support 600 children.

Samburu ECD Project
Christian Children's Fund (CCF)
For promoting the well-being of young children in Samburu District through interventions in health, nutrition, education and early stimulation. This will be based on participatory methodologies to identify the community's needs in planning and implementation. The project will build on the traditional childcare enclosures called loipi. These are enclosures located near the homesteads, where children play and rest while their parents are away. Grandparents and parents watch over and monitor the activities of the children, passing on Samburu values through story telling, songs and games, something that is under pressure due to factors such as poverty, insecurity, and ongoing conflict between modern and traditional lifestyles. The project will add modern approaches to education and to health – including health education for the parents, regular growth monitoring, immunisation, and supplementary

Busia District, Kenya: Fatherless children taking care of each other while their mothers attend a meeting on needs analysis
project: Kenya Orphans and Rural Development Programme
photo: Antonella Elisabetta Bozzini

BEST COPY AVAILABLE

feeding. Traditional Birth Attendants, community health workers, preschool teachers, non-formal education animators, village leaders, parents and caregivers will be trained, and locally available resources will be used for making toys, play materials, and the loipi enclosures and shelters.

Malaysia

Lessons from the Countryside

Partners of Community Organisations in Sabah (PACOS)

For strengthening indigenous children through education, confidence building and promoting supportive cultural practices. PACOS will continue to consolidate the quality of its ten preschools and to carry out activities in relation to community mobilisation, curriculum development and the upgrading of ECD skills in the community. It will also conduct a forward-looking evaluation to provide a framework for prioritising efforts in the next years, achievements in the area of local income-generation and savings, and continued improvement in the capacity of indigenous groups to control early childhood programmes that support indigenous values and aspirations.

Mexico

Proyecto Citlalmina

Unidad de Capacitación e Investigación Educativa (UCIEP)

For consolidating and expanding UCIEP's existing childcare and other educational projects in the States of Mexico and Oaxaca. These are embedded in broader socio-economic development programmes. The project will develop and strengthen associations of indigenous women who combine their efforts to improve their income. They do this through economically viable projects that enhance their own development, and the care, education and development of their children. The intention is to strengthen the women's associations and their programmes so that UCIEP can gradually withdraw its intensive support.

Melel Xojovil

Caridad y Educación, AC

For developing a care and non-formal education programme for indigenous children and families making a living in the streets of San Cristóbal. The project has assessed the needs of this group and will be setting up activities with parents and children in market places and churchyards; supporting the parents in organising themselves; developing and disseminating educational materials; sensitising other organisations in order to enhance collaboration; and networking.

Niños Callejeros, Phase II

Centro de Apollo a Niños de la Calle (CANICA)

For providing an integrated educational, health, prevention and rehabilitation service to children and families working (and partly living) in the streets; preventing younger children from taking to the streets; and providing opportunities for older children to leave the streets. Three agencies will set up regular daycare services for young children that are supported by their parents, provide each child with personal counselling; and offer educational programmes for older children and youth. The agencies will also develop an integrated training and intervention model called META 2000. Contacts with children, families, state and private organisations will be strengthened.

Mozambique

Community Innovation

MULAPA

For designing and planning a joint intervention by MULAPA and several other organisations to explore, together with communities, the development of a local educational curriculum for community preschools (escolinhas), with a focus on innovation and critical thinking. MULAPA will play a convening and facilitating role in building ECD capacity into local structures. Working with a group of people and organisations who are agents of change and are committed to participatory methods in children's education, it will act as a catalyst to the Foundation's own partners and other organisations that are willing to broaden their understanding of children's education.

ECD and Use of Local Language

Diocese of Lichinga

For developing children's social and cultural abilities in local languages. The project will foster linkages between preschools and the community through health services, adult literacy projects and primary schools; and maintain its strong research and documentation component as a tool for training and advocacy to the mainstream. The Diocese will work together with the provincial authorities of education and with local NGOs; will document and produce traditional Macua education materials in Macua and Portuguese; will continue its work with community preschools (escolinhas); and will extend its programme to five new escolinhas in Cuamba.

Mozambique: Child rights – mothers and children stand in line to be registered
photo: Abubakar Sultan

A New Path for Children, Phase III
Associação da Criança Familia e Desenvolvimento (CFD)
For promoting improvement in children's lives, in particular the most vulnerable groups, through the involvement of the community. The project will reach out to children, their families and community leaders and build on and improve what already exists: community preschools (escolinhas); trained caregivers; community networks; and parent committees. It will work with children in a continuum of activities, including intervention in the primary community schools. One of the Foundation's Brazilian partners, Centro Popular de Cultura e Desenvolvimento (CPCD), is also involved in the project, offering capacity building and monitoring, as well as peer support, in particular for the training of coordinators and community educators, and for the systematisation, analysis and documentation of experiences.

Wona Sanana
Associação da Criança Familia e Desenvolvimento (CFD)/Wona Sanana
For developing and consolidating a simple and user-friendly information system to enable families, communities and practitioners to assess information to improve their children's well-being. The project will identify and train local NGOs on methodologies for community training and participation in data gathering and analysis, to promote their role as community partners in villages where project activities are being implemented. It will also adapt the Brazilian 'Bornal dos Jogas' for the Mozambican escolinhas. This is a range of games to enhance children's learning by playing.

Namibia

Strengthening Family Support in ECD
UNICEF
For continuing to build the institutional capacity of the National ECD NGO Association, enabling it to provide support and networking facilities to its members (including former and current partners of the Foundation). UNICEF will work with the Ministry of Women and Child Welfare to finalise and disseminate the Family Visitor's Manual; and to implement regional orphan care initiatives.

Total Child
Agency for Cooperation and Research in Development (ACORD)
For creating a dialogue between the stakeholders in child development, about the protection and affirmation of children, that will lead to a human

rights framework for the socialisation of children, social transformation and justice. The project will work to develop a critical understanding of the impact of institutional racism, sexism and adult attitudes and behaviours on children's behaviour, attitudes and self-esteem. It will use participatory methods to assist the various stakeholders involved in child development. Through participatory analysis processes, children themselves will relate to their own historic, social and economic situations and learn to articulate across interest groups. The project will encourage adults and children to develop into conscious, participatory, active and responsible people, families and communities. Total Child Associations (TCAS) will establish and support family visitor programmes to promote community involvement in ECD, early childhood socialisation, community and family counselling.

The Netherlands

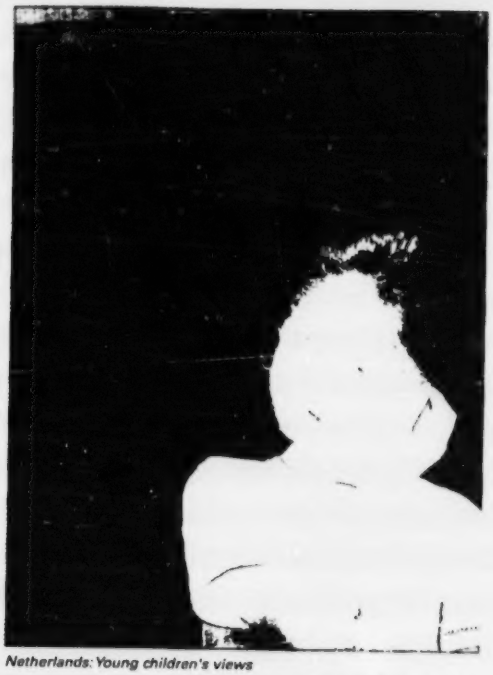
Circus Kiekeboe
Nederlandse Programme Stichting (NPS) TV
For the production of 'Circus Kiekeboe', a television programme that targets children in the Netherlands, aged two to five, who experience language difficulties due to social and cultural reasons. The programme will be co-produced by NPS TV – a formal Dutch TV channel that is well-known for its high quality children's programmes such as 'Sesamstraat' (Sesame Street), 'Klokhuis' (Applecore) and Children's News – and Fatusch Productions BV, a multicultural video production organisation.

Listening to Young Children
Wetenschappelijke Edukatieve en Sociaal-Kulturele Projecten (WESP)
For training teachers and providing them with better tools to communicate with children and parents; and for improving the quality and coordination of education and welfare services for children by taking into account their views and opinions. WESP will continue to apply its expertise to selected primary schools in disadvantaged areas. Children will benefit directly from the project through increased competence and feelings of well-being, increased trust in teachers, lessened socio-emotional problems, improved learning, and continuity in support between teachers and social workers. The need of parents to participate more in the education of their children will also be addressed. The project will develop an appropriate quality measurement tool, taking into account the views of children and parents. It will also develop and implement a new feedback model, using the resulting child quality criteria to improve education and welfare services for children.

Parents and Diversity
Bureau Mutant
For work to develop a project that adapts the specific objectives of the 'Education without Prejudices' programme to a parents' perspective. Work will include a literature search and inventory about parents and diversity; making partnership agreements; exploring the scientific monitoring and forming an advisory group.

Samenspel, Phase IV
Stichting Samenspel Op Maat
For continuing to stimulate the development of young children; encourage families to take their children to playgroups; and offer educational support to parents. Samenspel is a method and a practice to reach both preschool aged children and their parents. In small weekly groups, parents (mostly mothers) and young children engage in play activities under experienced guidance. At the same time, parents are offered educational support and information. Samenspel will also pursue its dissemination strategy, part of which is the Ambassadors club: a regional practice network of enthusiastic experienced playgroup leaders who spread the message to other organisations by receiving interested visitors or giving presentations. Samenspel Op Maat will also be pursuing its sustainability; and strengthening its organisational structure and its leadership and management capacity, while retaining the benefits of teamwork.

Taking the war out of children
War Trauma Foundation
For a psycho-social needs assessment among primary school teachers in East Timor; and to prepare these teachers to support children and their families affected by violence. The War Trauma Foundation works to back up local organisations that are trying to reverse the psychological and social damage of war and systematic violence. This backup takes the form of raising financial resources, making professional training available to local cadres, and maintaining a pool of expertise and experience that can be drawn upon in crisis situations anywhere in the world. Relevant technical support will be received from the International Rehabilitation Council for Torture Victims (IRCT). IRCT relates to other international agencies active in protecting and counselling children.



Netherlands: Young children's views
project: Listening to young children; Wetenschappelijk Educatieve en Sociaal-Kulturele Projecten (WESP)
photo: Marcel Minnée ©

Nicaragua

Mercado Laboral – Training Workshops and Equipment
Stichting Niños Sancarleños Nicaragua
For developing the activities and strengthening the impact of the Stichting Niños Sancarleños Nicaragua's programme for children in San Carlos, Nicaragua who make a living in the streets and in the market place. The Stichting will set up a training centre and training programmes and workshops for children and youth, and provide equipment for skills development and educational materials.

Nigeria

Child-to-Child Early Childhood Education
Save the Child Foundation
For the promotion of non-formal education for children in need of special protective measures, such as orphaned children or children of beggars and landless people. The Save the Child Foundation is a local NGO based in Kaduna that supports three schools that cater for 500 children, two in a slum area of Kaduna and one in a rural setting. It will implement the Child-to-Child methodology in these schools as part of the informal Child-to-Child network in Kaduna State.

Child-to-Child Programme
Mothers' Welfare Group
For implementation of a comprehensive Child-to-Child programme, working towards the general alleviation of poverty as well as an improvement in ECD and in the living standards of the target communities. The Mothers' Welfare Group has activated an integrated rural development programme, and a Child-to-Child programme in 20 community schools in collaboration with other NGOs in Kaduna. The programme promotes active learning and uses important health messages to increase ECD knowledge of older siblings and parents through the Child-to-Child methodology. The programme will expand to 30 community schools and 80 young mothers' groups and girls' clubs, to improve the living conditions of 2,000 young children and their families in 35 rural communities and one urban area.

Market Schools
Health Development Agency
For promoting the well-being of less privileged children in the peri-urban and rural communities of Niger State through early childhood care and development. The Health Development Agency in Bida has been active in promoting the Child-to-Child approach in schools in Bida since 1993. In 1997 it started a market school (Early Learning Centre) there, catering for young children of women working in the market. It will now explore how this active learning approach can be replicated in other market centres in Niger State. Community-based early childcare centres and schools will be sensitised to improve the quality of teacher-child interaction and to include nutrition and health information through workshops.

Peru

The Charity in Consortium
Sociedad de Beneficiencia Pública de Chiclayo
For organising a meeting to launch a consortium with four local associations in the Department of Lambayeque, to enhance the impact of various activities, help reduce administrative costs, and serve as a model for possible replication by charities in other departments.

Papa Bueno – Ayacucho, Apurimac and Huancavelica
Ministerio de Promocion de la Mujer y del Desarrollo (PROMUDEH), Ministerio de Educacion (MINEDUC), Instituto de Bienestar Familiar (INABIF)
For testing a multi-sectoral approach to explore the practical implications of perceptions about fathering

Peru: Girls from Huancavelica making a collage to stimulate creativity and fine motor development
project: Instituto para la Investigación y el Desarrollo Económico y Social (INIDES)
photo: INIDES

among rural Quechua-speaking families. The project is an exercise in joint implementation involving three statutory stakeholders: PROMUDEH; MINEDUC ; and INABIF. Topics to be explored include male caring, fostering, nurturing and teaching of children, as well as the relationship between fathers and their children. The project will analyse the effectiveness of a multi-sectoral endeavour, helping to increase the impact of the field activities and reduce operational costs.

Programme Support Project, Phase II
Panez y Silva Consultores
For enhancing the documentation capacities of the Foundation's partners in Peru. The project is in cooperation with two Foundation Grant holders: CODINA and the Multi-sectoral programme. Field staff members will be trained through a 'learning by doing' methodology and will be responsible for further training of the field team and coordinating the documentation process. Documentation will be around an agreed list of topics and will include written information, graphic information, and audio-visual material. Panez y Silva Consultores and field staff will systematise field information, fine-tune existing project filing systems, control the quality of information, oversee publications and develop a methodology to automate and systematise non-written materials. The project will then compile and process the information and store it on CD-ROMS, prior to displaying it to specific audiences.

Poland

A Friendly Kindergarten
Stowarzyszenie Pracownia Dzialan Tworczych (Centre for Creative Initiatives)
For improving the developmental opportunities for children aged three to six in public preschools, by developing a participatory in-service training model for teachers. The project will develop a model in which regular contact between trainers and preschool teachers, and among preschool teachers themselves, will be central. The project will be staffed by three senior and three assistant trainers. During an initial 12 month preparation period, the project will devise a selection process for the participating preschools, promote its objectives and strategies, select and train project staff, develop the training methodology, and prepare training and educational materials. The project will work in close cooperation with the Faculty of Education at Poznan University and the Foundation-supported project 'Kinderwelten' in Berlin (see page 32).

42 BEST COPY AVAILABLE

Letters to Parents

Polish Children and Youth Foundation

For identifying needs and issues related to parent support and child-rearing in Poland. Preventative models for supporting parents are hardly known in Poland, yet being a parent in a fast changing society is more and more demanding. Few examples of positive parenting are available at local level. Assessing the potential of producing parent leaflets modelled on the German 'Letters to Parents', could result in the creation of a tool for large-scale coverage. The planning process will generate information on childrearing practices in Poland through interviewing parents and family service professionals, and by commissioning experts to write short position papers. The planning process will be supported by a group of 10 experts from different regions, and a consultant from Germany.

Refurbishment of Support Centre

Rodzic Po Ludzku Foundation

For the refurbishment of a support centre. In 1993, the Rodzic Po Ludzku Foundation started a national campaign, organised with the support of a well known national daily paper. The campaign was pivotal in changing attitudes to childbirth and maternity and led to the establishment in a low-income neighbourhood of this support centre for pregnant women, young mothers and children aged zero to three years.

Where there are no Preschools

Polish Children and Youth Foundation

For the establishment of alternative, flexible and child-centred early childhood facilities for children aged three to six living in rural and remote areas. The project follows preparatory work in which informal initiatives by parents and teachers were mapped and contacts with local authorities established. It will set up ECD centres in small, rural communities, tailor made to the needs of each community. The involvement of parents, coalition building and networking at local level will be crucial features of all centres. Locally recruited preschool teachers are being trained to staff the centres. The training includes: understanding children's perception of the world; creative educational activities; working with mixed age groups; using the environment as a learning ground; involving parents; and communication and negotiation skills. The teachers will be supported and monitored; and experiences at the centres will be documented through logbooks, articles in professional journals, a video, and formative evaluation reports by a team from the Polish Evaluation Society.

South Africa

ChildrenFIRST

ChildrenFIRST Agency

For the continued publication of the periodical *ChildrenFIRST* as an outlet for practitioners to voice their views on the situation of children and children's rights, as well as to advocate for alternative service provision and support for child victims of any form of violence. The project, under the auspices of an independent Editorial Board, will continue to hold children's awareness workshops where children can learn how to express their views through writing, drawing, publishing, songs, and so on. Materials from these workshops will then be used to add children's supplements to ChildrenFIRST that are written and edited exclusively by children. The project will also continue to work towards strengthening collaboration with child-focused organisations; set up a children's resource centre where children use each other as resources and are able to determine issues that have priority and impact on their lives; work on children's rights and amplify the authentic voices of children; monitor whether and how children's issues are reported in the media; monitor agencies working on ECD; and reflect on topics affecting children to promote a culture that respects children's rights.

Community Mobilisation for Child Care

Thandanani Association

For mapping an expansion of Thandanani's AIDS Orphans Community Programme, which aims to facilitate the development of community-based care for children affected by AIDS through the establishment of community childcare committees. The AIDS Orphans Community Programme will further develop Thandanani's approach building community capacity to care for children affected by AIDS, establishing and training community childcare committees as structures to mobilise community support for children's issues, and to bring about cooperation between different agencies to respond to the needs of AIDS orphans.

Community Research

Golang Kulani Early Learning Centre, Northern Province

For providing ECD training support in the Northern Province. Golang Kulani Early Learning Centre will develop a range of low-cost accessible ECD strategies, drawing on community resources and building on existing childcare arrangement and practices of families. To do this, it will carry out community research in two selected communities in the Northern

Cape Province, South Africa: Two boys who benefit from the activities of the Family in Focus project in the Witsands informal settlement
project: Family in Focus (FIF)
photo: Sarah Chasnovitz, Hine Fellow in RF, 2001

Province, on what makes young children vulnerable and what undermines the capacity of families and communities to meet young children's needs.

Family in Focus (FIF), Phase III
Western Cape Foundation for Community Work (FCW)
For consolidating the FIF project; testing and taking it to scale in rural areas and the Eastern Cape Province; and creating and widening its donor base. The project will reach out to communities where parents cannot afford to send their children to conventional centre-based preschools, and where home visits are often hampered by the insecure and violent environment. FCW's approach is holistic, and addresses ECD matters and parenting issues, building on people's strengths and functioning where children have little access to services and child protection measures. It integrates child development with broad-based support to parents and communities, promoting community ownership, and further consolidating the home-visiting programme.

Family, the Foundation of Learning
Radio Netherlands
For developing a multi-media package (CD-ROM, audio and video materials) that features good principles and practice in family support programmes in the African context. One radio and one web producer of Radio Netherlands' English Language Service attended a family support workshop in Cape Town and have gone on to visit several projects in South Africa for interviews, and to gather photographs and sound and video material of the projects in action. A radio producer will visit Kenya and Nigeria for the same purpose. The package will be disseminated to a wider audience.

Helping Parents in the Community
Child Welfare Society of Cape Town (CWSC) – The Parent Centre
For improving the quality of care experienced by preschool children, by promoting a child-friendly environment in the family and community; promoting the general well-being of mothers through practical and emotional support; and promoting an understanding of the value of play as a pathway to learning, and the role that various family members and adults play in this. The project will build on the parenting skills of young parents in the community through support groups. As a result of their participation in the groups, young parents will be able to provide better emotional support to their children through play. The project will also work with fathers and facilitate the establishment of fathers' groups.

National Children's Forum on HIV/AIDS

Child Health Policy Institute

For helping to ensure that legislation, policies and programmes are beneficial to the health and well-being of children living in South Africa. The National Children's Forum on HIV/AIDS will provide children infected or affected by HIV/AIDS with the opportunity to address decision-makers on issues of concern to children. The forum will consist of two workshop days in which children will be encouraged to express themselves using art, poetry, essays, and so on; and a third day on which they will present core issues to decision-makers.

Rehlahlilwe and Care Clubs, Phase III

Learning for All Trust

For empowering communities using early childhood development as an entry point; and encouraging a culture of life-long learning within these communities, while preserving culture and family values. In previous phases, the project trained over 30 Rehlahlilwe (community educators, visiting caregivers in their homes) in ECD matters. These, in turn, educated more than 1,000 primary caregivers. In this phase, 70 Rehlahlilwe will be trained and 10 care centres will be strengthened. The project's approach is based on a set of key principles, including working from an asset model; building on what already exists in the community; honouring what happens in the home and the culture; and sensitising caregivers to the fact that much of what they do in and around the home prepares children for life. The Care Clubs will help their members set up small business enterprises and also generate income.

Rural Family Support

Lesedi Educare Association

For reinforcing and validating the vital role parents play as the first teachers of their young children, and encouraging and supporting them to create a positive, stimulating, growing and learning environment in which their children can thrive and feel good about themselves. Children, families and communities living on commercial farms in South Africa are still among those most neglected and most affected by poverty. The Lesedi Educare is meeting a need for alternative ECD interventions that are community-based, can reach a large number of children and can be sustained by the local community on a longer term basis. The Rural Family Support Project will conduct group sessions covering topics varying from life skills to parenthood and child development on 30 farms in the Eastern and Central Free State; and will document the lessons learned with the aim of disseminating its approach.

Siyafundisana (Together We Learn)

The Association for Training and Resources in Early Childhood Education (TREE)

For consolidating the Siyafundisana project. The project is flexible and interactive, targeting parents/caregivers and their young children who do not have access to ECD centres, through a range of accessible programmes such as playgroups, out of school programmes, radio programmes, mobile library, and so on. The project will continue to build on the work of Abaholikazis (women leaders) identified by the community to act as community motivators and ECD facilitators. Siyafundisana committees will be set up to bring in an established network of stakeholders and resources in the community to mobilise support for children's needs. After an initial exploration of the Siyafundisana concept, the project will be consolidating this line of TREE's work as an alternative to the classic centre-based approach to ECD.

Softer Childhood

Masibambane Early Learning Centre

For building community collaboration to develop and implement a range of community-owned, low-cost, accessible ECD delivery strategies for children currently outside the reach of ECD services. The Masibambane Early Learning Centre has developed an innovative approach to this that includes a range of low-cost accessible ECD strategies. These draw on community resources and build on existing childcare arrangements and practices of families. The Softer Childhood project will include training volunteer parents in storytelling, toy making, self-development and team work. Informal playgroups will be run by community volunteers, with a focus on early stimulation and child health. Workshops on ECD issues will be held for parents and playgroup leaders. A weekly radio programme will deal with child health, nutrition, early stimulation and advice on how to run a playgroup, and will respond to the questions and comments of parents and caregivers.

Spain

Convivencia Intercultural , Phase II

Ayuntamiento de Parla

For helping to generate the right conditions for supporting processes of social integration and participation, and of access to resources for disadvantaged, particularly immigrant, families, living

in Parla. The project will continue its development of family support networks using the Resource Families concept which emphasises discussion and training, support among neighbours, and living together. A research and communication programme will carry out the documentation, processing and distribution of information, and networking, including through a website. Two platforms for discussion and dissemination will be used: the greater Madrid network Red local a favor de los Derechos de la Infancia y Adolescencia (Local Network Youth Support and Early Childhood Rights); and a series of working meetings around the topic 'family, early childhood and diversity', that will bring together people with national and international experiences in this field.

Tanzania

ECD Situation Analysis

Early Childhood Care and Development (AMANI ECCD)

For a situational analysis on women and children in Tanzania, with the aim of supporting holistic, integrated approaches to ECD; strengthening support to parents as primary caregivers; building on traditional childrearing practices; mobilising communities with technical and financial support; and developing child friendly schools. AMANI ECCD is the youngest branch of AMANI Arts-Environment-Education, a Trust established in Tanzania in 1997. AMANI ECCD will act as a secretariat for a newly-formed informal Tanzanian ECD network; and will facilitate the process of networking between ECD-related community-based organisations, NGOs, government, donors and the private sector.

Thailand

Border Children

Taiwan Overseas Peace Service (TOPS)

For coordinating teacher training, upgrading the nursery school programme and developing local language materials. Mae La, Umpiang Mai and Nu Poh are camps for displaced people along the Thai/Burma border. All have a large population of under-fives: this is the fastest growing segment of the population due to a high birth rate and the continuing inflow of displaced people. Sixteen nursery schools operate in Mae La, covering 1,350 children; eight nursery schools operate in Umpiang Mai, covering nearly 700 children; and five nursery schools operate in Nu Poh covering 700 children. Project staff liase with other organisations such as WEAVE, IMPECT and the Karen Teachers' Working Group, that operate along the border with similar groups of displaced people.

Children and HIV

Training Centre for AIDS Awareness

For supporting the Training Centre for AIDS Awareness. The Centre was established in Chiang Mai, the province with the highest rate of HIV. It has conducted three training sessions for 250 students about changing behaviour in relation to the HIV/AIDS risk. A health resource centre has been set up and a newsletter developed. The Centre will continue to give all-round assistance to 60 children in five villages in Chiang Mai province whose parents are infected with HIV; and will also provide material support (medicine, clothes, food) and organise special events for them. Relatives of the children learn how to deal with the future trajectory of the disease, and children are helped to make memory books of their family history. Project staff will continue to visit the villages regularly to monitor developments, and children will continue to receive counselling from trained local field workers.

Isaan at its Best

Tai Wisdom Association (TWA)

For increasing the effectiveness of existing resources in the area of early childhood for reaching disadvantaged groups. The project will also mobilise additional local resources to reach young children at risk, and to make TWA a known entity in the public eye with a good reputation on the ground. Isaan – the north-east of Thailand – is the region of greatest labour migration in Thailand, including child labour. TWA will continue to make better use of what exists and put accountability in the hands of local people. At the same time, it will mobilise increasing resources for young children by entering into negotiations with local communities, officials, services, decision-makers, and local institutions such as monasteries, preschools, orphanages and hospitals. TWA's field programme will serve as a site for ECD personnel and teachers to gain training and exposure to good practice, as it meets the educational and developmental needs of Htin children.

Footholds in the Hills, Phase II

Inter-Mountain Peoples Education and Culture in Thailand Association (IMPECT)

For linking culture, preschool and broad-based education in a process that will make options and alternatives available to tribal children for their future. Bi-cultural education in preschools and in the community will be extended to a total of 2,500 children in six tribal groups. The curriculum developed

in the previous phase will be refined and a similar curriculum development process will be launched in new communities. Capacity building for IMPECT personnel, preschool teachers and community leaders in child development, leadership and cultural knowledge will be developed; while multi-media learning materials will be produced for children and parents. Project staff, preschool teachers and people from the localities will network nationally and internationally; and two workshops with academics, NGOs, government agencies and social groups will develop common strategies in supporting tribal children. An information system will be developed to plan and evaluate the project, and a national workshop on preschool education for hill tribe children will be held.

Trinidad and Tobago

Choices, Phase II

Child Welfare League

The project will build on initial experiments with community-based adolescent care centres (Choices Centres) and pursue a more diversified approach to issues of young motherhood, family life education and teen parenting. The Choices Centres will be sustained and the outreach model will be further developed, while preparing for a phase of expansion to other branches.

Turkey

Geçekondu Children, Phase III

Foundation for the Support of Women's Work (FSWW)

For improving the conditions of poor women and young children through flexible, participatory and innovative support programmes in areas of child development, and education and capacity building programmes. FSWW has initiated parent-run and community-based childcare centres, and – in equal partnership with community women and local governments – has established model parent-run childcare centres in low income districts in Istanbul. It has also developed alternative models to expand childcare services linked to empowerment activities for mothers, emphasising the mobilisation of local resources and active participation of parents and the community. Project staff will continue to support groups of empowered women, helping them to organise around children's issues, network with peer groups, and advocate and lobby for recognition at local level.

United Kingdom

International Fatherhood Summit

Fathers Direct (FD)

For a week-long Summit in 2002 with about 50 leading researchers, policy makers, thinkers and practitioners on fatherhood, from a wide range of countries. The delegates will be from varied backgrounds, and will have power and influence in their sphere of operation. They will share experiences and knowledge to develop core strategic alliances between leading actors in the field of fatherhood worldwide. Most will be from universities, government and non-profit organisations; with a substantial number from Majority World countries to provide the Summit with a range of perspectives.

Fathers Direct

Fathers Direct (FD)

For supporting fathers in developing close and positive relationships with their children. Fathers Direct works through practice-based organisations in the field, targeting parents, family service providers and policy makers through public awareness campaigns; direct information provision; public policy influence; and stimulating access to family services. Messages aim to change perceptions of fatherhood, highlight the importance of men's involvement in childcare, and foster an environment where fatherhood is considered as positively as is motherhood. In addition, Fathers Direct undertakes normative studies and disseminates the resultant knowledge.

Fathers Plus, Phase II

Children North East (CNE)

For continuing to develop effective tools and models of parent support for fathers. CNE uniquely targets Sure Start Partnership Boards (local agencies that support families) to develop adaptable approaches for working with fathers in different contexts (teenage fathers, ethnic minorities, separated fathers). The project will experiment with a range of strategies to increase the uptake of parent support opportunities by 'hard to reach' groups, in target areas selected by the government as facing 'greater deprivation'. Dad's Groups, parenting courses for fathers, and activities for children and fathers will be set up.

Play Train

Play Train

For developing, launching, promoting and establishing an extension of an existing national scheme through which cultural, educational, health, leisure, play, arts

Hine Fellows Program: Damayantiben, India; № 1 teacher in Sanjaynagar centre acting out a song to hold the children's attention so they will learn faster
(Taking Care of our Children project, Self Employed Women's Association)
photo: Sara Gomez, Hine Fellow for SEWA in 2001

and other service providers can improve their quality of provision and become more child-centred by involving young children (three to seven years) as 'expert' consultants. Play Train is one of the UK's leading specialist agencies in providing training and consultancy for local authorities and voluntary organisations working with children. It aims to benefit children in general, and the client agencies; and focuses on children's participation, children's rights, and equal opportunities – particularly through creative expression in non-school settings.

Urban Fathers in Scotland
Scottish Early Years and Family Network (SEYFN)
For promoting quality childcare and early education in disadvantaged areas in Scotland. SEYFN is an umbrella organisation that works in collaboration with the University of Strathclyde. Past research has concentrated on women and childcare, and the role of mothers, with only anecdotal evidence about fathers and fatherhood. The project will undertake an action research study that looks at fatherhood within a changing family context in disadvantaged communities.

United States of America

NIC Cooperation
Benton Foundation
For a cooperation with the Berlin-based Arbeitskreis Neue Erziehung (see page 32) to develop an Internet portal for parents from minority and majority populations in Germany. The website that is being established by the Network for Intercultural Communication project will be based on the 'Connect for Kids' website concept that is maintained by the Benton Foundation: www.connectforkids.org

Hine Fellows Program Evaluation
Center for Documentary Studies, Duke University
For a working meeting organised by the Hine Fellows Program that places graduate students in development settings to support projects and documentation. The meeting is to look at the impact of documentary work in the realm of child policy and advocacy. The outcomes of this meeting will contribute to the Hine Fellowship Program's strategic planning process, yield tangible outcomes for other documentary projects, and help effectively guide the work of Hine Fellows currently working in the field.

Third International Fatherhood Conference

National Center for Strategic Non-Profit Planning and Community Leadership

For an international three day conference to promote programming of fatherhood-related activities. Through keynote presentations and 45 topical workshops, the conference theme 'Affirmations of Fatherhood' will be addressed from various angles and cultural perspectives. Links between practice and theory will also be addressed. Participants from the Foundation's network will present and discuss their good practice.

Venezuela

CECOFAIN

Fundaisletas

For consolidating the CECOFAIN programme; further strengthening its role by disseminating its approaches to five other communities; and undertaking a process and impact evaluation with the support of external evaluators. The project will continue to train mothers who work with the children of their communities, either in private homes or in small centres for children aged three to eight years. The training is also for teachers of primary schools who work with children in out-of-school hours. Daily activities include pedagogical and nutritional support check ups and preventive action by medical staff and dentists; and the development of dissemination of educational materials that can be used in the home environment. The project will also provide legal support to parents and provide information about protection of the child and the significance of the Convention on the Rights of the Child. Fundaisletas will continue its advocacy roles, further develop its resource centre, and expand into other communities.

Zimbabwe

AIDS Prevention on Farms

Kunzwana Women's Association (KWA)

For continuing to address the needs of women and children on commercial farms with a focus on family health care and HIV/AIDS awareness and prevention. The project works with women's clubs on 200 farms, reaching an estimated 5,000 people. It trains field workers to work with women, men and youth groups on counselling, prevention, home-based care and transmission. These fieldworkers work towards a greater awareness in women, youth and men about the effects of HIV/AIDS on their families, aiming both to change men's behaviour and attitudes, and to inform women who are often not aware of the dangers because of their unequal social, educational and economic status.

Care Models on Farms

Farm Orphan Support Trust (FOST)

For increasing the capacity of the farming community as a whole, and to respond to the impending AIDS orphan crisis, while ensuring that systems are in place to protect and care for the most vulnerable. The project facilitates the establishment of foster care schemes on farms and estates, focusing on working with extended families, foster care families, family-type groups, child-headed households, and so on. Work is through existing farm structures such as the Farm Development Committees, to create awareness, select Child Care Committees, train caregivers, establish monitoring channels, promote community projects, and disseminate information. Project outcomes will provide information, appropriate models and expertise needed for adaptation in other provinces of Zimbabwe.

Child Welfare Programme

Inter-country People's Aid (IPA)

For strengthening caregivers and increasing the problem-solving capacity of communities to ensure that children's rights are observed. A UNICEF-funded research study to assess immediate issues facing three informal settlements around Harare showed that the most important problems affecting women and children include lack of access to sanitation and standpipes, lack of basic education, and lack of income opportunities. Using a rights-based community mobilisation approach that involves children, youths and adults in child welfare issues, the project will strengthen childcare and protection; establish preventive measures against child abuse and neglect; strengthen and support community networks, groups and leadership structures; establish pressure groups for action and advocacy on behalf of children; and carry out field research.

Community Fostering, Phase II

Child Protection Society (CPS)

For improving and sustaining the standard of living of AIDS orphans and vulnerable children through foster families. The AIDS pandemic hit Zimbabwe hard and nearly a million children have been orphaned. This made CPS turn towards a community-based fostering approach, combined with advocacy to reform the Birth and Death Registration Act so children can obtain birth certificates to guarantee their rights in law. The aim now is to secure sponsorship for them from families in wealthier suburbs and from companies. Sponsored children can then be placed in families that otherwise

could not afford to have them. CPS works in close collaboration with the Department of Social Welfare.

Farm Play Groups, Phase II
Farm Community Trust of Zimbabwe (FCTZ)
For developing the intellectual, moral, emotional and physical well-being of children from zero to school-going age, living in commercial farm communities. Since 1998, FCTZ has run an Early Childhood Education and Care (ECEC) programme, targeting the young children of farm workers. The point is to address children's needs through the establishment of playgroup centres, and the mobilisation of parents, communities, commercial farmers and government officials. The project will continue to enhance the well-being of children in commercial farming communities and to raise awareness of issues affecting children, emphasising consolidation and quality rather than scale.

Kuumba Netarisiro, Phase II
Federation of Kushanda Preschools (FKP)
For building community capacities for early childhood education and care, by training preschool teachers and facilitating the establishment of community-owned and run preschool centres. This community-based programme has established 450 early childhood education centres in rural, resettlement and commercial farm areas of Zimbabwe; has built on communities' resources to cater for preschool children's education; and has developed an approach which involves identifying and training teachers from the community. Management of established preschool centres and training is gradually handed over to the communities and their respective coordinating bodies. In this phase, the FKP will conclude its training extension and development programme, and complete the handover.

Learning to Grow
Africa Community Publishing and Development Trust (ACPDT)
For editing and publishing the experiences of the Kushanda programme by the 'Learning to Grow' project, through interviews made with the programme's late Director, John Conradie, and contributions from the staff and board of the Federation of Kushanda Preschools. The publication will be used as a tool for advocacy for the organisation and its programme, and as a vehicle for fundraising.

Regional Projects

Caribbean Support Project (CSI)
Caribbean Management Development Association (CAMDA)
For the conceptualisation of a strategic programme of activities pertaining to ECD and parent support in the Caribbean region. CAMDA will establish an appropriate organisational framework, setting up an office and devising well-defined mechanisms for communication with relevant partners in the region. It will review the Foundation's current programmatic commitments in the Caribbean and the results will be used to conduct regional consultations to determine the conceptual and geographical scope for future programmatic work. It will work towards a joint strategic plan of action for the Eastern Caribbean that will include proposals for an ECD and parent support network – the Caribbean Support Initiative (CSI). Issues are likely to include: parenting; integrated ECD approaches with special attention to services for zero to four year olds; and teenage motherhood. The CSI in particular will enhance progress on these issues by considering the relevant legislative frameworks, sensitising policy makers, planning for more community capacity for social and human development, addressing key areas in ECD for documentation and public education, and increasing access to integrated services.

Cross Border Partnership in ECD
JDC-Brookdale Institute Center for Children and Youth (in cooperation with Al-Quds University's Center for Development and Primary Health Care)
For providing a database about preschool children aged three to five years; for planning and implementing child-related policies in Israel and the Palestinian Autonomous Areas; for fostering Israeli-Palestinian cooperation; and for developing the research capacities of Israeli and Palestinian institutions. A three-day workshop in Cyprus will be organised for five Israeli and Palestinian researchers of the project, to prepare for a planned national survey about the lives of preschoolers, their needs and available support, needs expressed by their families for services, and the major gaps in services. The database will be used by national and local level policy makers and practitioners, as well as by the Foundation. Motivation and trust will be built between the professionals and institutions in Israel and the Palestinian Autonomous Areas, and receptiveness for joint initiatives at the regional level in the Middle East/North Africa region will be improved. New insights in child participation will be gained, and institutional capabilities for research will be bolstered.

DECET Network, Phase II

ITSA, Berlin

For coordinating the building of a dynamic and open *European network on the issue of Respect for Diversity*. The organisational structure of the network will be subject to reflection and adjustment, and the network will work on three concrete projects: a European curriculum 'Education without Prejudice' to be used in a train-the-trainers approach, and perhaps on an interactive website; an inventory and analysis of good practices issued in booklets and videos presenting best practice, to be integrated into the curriculum and disseminated through the website and the resource centres of the member organisations; and the integration into the curriculum of existing materials as well as their dissemination via a work pack.

EUROCHIPS

European Action Research Committee on Children of Imprisoned Parents, France

For laying the foundation for the organisational development of the Committee, and the programmatic development of a European network benefiting children of imprisoned parents. The organisational capacity of EUROCHIPS will be established through the creation of a Resource and Information Centre, a website, chat room facilities and a newsletter. The Centre will create inventories of resource persons and key contacts in professional fields; and small workshops and round table discussions will promote contacts between professionals, and raise awareness at national and European level. EUROCHIPS will assist in the promotion and improvement of field-based strategies benefiting children of imprisoned parents through the development of associated projects; exposure and exchange visits to promote good practice; the transfer of know-how to develop innovative child-centred activities in prison; and assistance in organising seminars at country level by network member organisations.

Fatherhood Case Study

University of the West Indies Caribbean Child Development Centre (CCDC)

For a case study at regional level that builds on knowledge and experience that CCDC has accumulated over more than a decade of fatherhood-related activities. This will focus on examples of identified cases of good practice on the ground. Enabling as well as constraining factors are being analysed and a list of contacts is being produced for international level networking.

Operational Projects

The Effectiveness Initiative (EI)

The EI is an in-house project, launched in January 1999 by the Foundation and partner organisations in the Consultative Group on Early Childhood Care and Development (see page 17). It is a three year investigation to deepen our understanding of how to create and/or support effective programming for young children and families. Grants were made to the following organisations during 2001 to cover the costs of their work for the EI:

- *Servicios Urbanos y Mujeres de Bajos Ingresos (SUMBI)* for disseminating the outcomes of its analysis of the effectiveness of the PRONOEI programme, with the aim of improving the PRONOEI programme nationwide;
- *Associação da Criança Familia e Desenvolvimento (CFD)* for documenting and publishing the findings of its in-depth and process-oriented investigation into various aspects of its community-based ECD programmes; and
- *The International Centre for Education and Human Development (CINDE)* for disseminating lessons learned from its documentation and analysis of the PROMESA programme, and from the use of qualitative tools to gather data.

Tracer Studies

Tracer Studies are small-scale and short-term studies that trace former participants of early childhood programmes for a minimum of five years after the intervention (see page 19). They seek to find out how the children, parents, teachers and communities who participated in early childhood programmes are currently faring and what influence, if any, the programme has had in the medium term. Findings from these studies help the specific programmes and the Foundation itself to learn from the past in order to inform and influence present and future work. Two grants were made to the International Centre for Education and Human Development (CINDE) in 2001 for work associated with Tracer Studies:

1. for studying participants in the PROMESA project on the coast of Chocó in Colombia, using interviews, tests of school achievement, interviews with teachers and directors of schools, and observations of the schools over the years; and
2. for analysing data collected since 1978 from children and mothers who participated in the PROMESA project from the beginning.

About the Bernard van Leer Foundation

The Bernard van Leer Foundation is a private foundation established in 1949, and based in The Netherlands. It operates internationally. Its income is derived from the bequest of Bernard van Leer, a Dutch industrialist and philanthropist, who lived from 1883-1958. Bernard van Leer was the founder of Royal Packaging Industries Van Leer (now).

The Foundation aims to enhance opportunities for children 0-8 years growing up in circumstances of social and economic disadvantage, with the objective of developing their potential to the greatest extent possible. The Foundation concentrates on children 0-8 years because research findings have demonstrated that interventions in the early years of childhood are most effective in yielding lasting benefits to children and society.

The Foundation accomplishes its objective through two interconnected strategies:

- a grant making programme in selected countries aimed at developing culturally and contextually appropriate approaches to early childhood care and development;
- the sharing of knowledge and know how in the domain of early childhood development, with the aim of informing and influencing policy and practice.

The Foundation currently supports around 150 major projects in over 40 countries worldwide. These are both developing and industrialised countries. The majority are countries in which Van Leer was historically active. In addition, the Foundation supports activities in Israel and in a number of countries which are of particular interest for the furthering of its work.

Projects are implemented by project partners which may be public, private or community-based. Although all supported projects focus on young children growing up in circumstances of social and economic disadvantage, the contexts in which these projects operate vary greatly. Some are situated in urban slums and shanty towns, others in remote rural areas. They may focus on children belonging to ethnic and cultural minorities, children growing up in multicultural societies, migrant or refugee children, children of single or teenage parents, children in war or conflict stricken areas, or children affected by divorce. They may seek to improve the quality of care and education in day-care centres or other programmes for young children, or focus on the home environment, seeking to enhance the parenting skills of parents.

The Foundation draws lessons from these field-based experiences and shares the knowledge and know how generated through these projects with practitioners and policy makers through publications, audiovisual materials and workshops. The objective is to promote a better understanding of new ideas to improve opportunities for disadvantaged children.

When the Foundation was created in 1949 its annual budget was a few hundred thousand Dutch Guilders. Today it is nearly EUR 25 million. Since its inception, the lives of millions of children around the world have been enriched by the Foundation's activities.

52

BEST COPY AVAILABLE

The Foundation's Mandate

The Foundation's Mandate is to improve opportunities for young children, aged zero to eight years, living in circumstances of social and economic disadvantage. It rests on a vision of a world that respects the rights, dignity and equality of children, their families and the communities they live in. This implies access to health care and education, social and economic justice, a sustainable natural environment, and opportunities for self fulfilment.

The Foundation:

is concerned with young children's **overall development**

and therefore promotes a holistic approach including education, health and nutrition,

believes that children's development is the primary responsibility of **parents**

and therefore actively promotes the enhancement of parents' capacity to support their children's development,

attaches great importance to the involvement of the **community** as a major factor in children's development

and therefore promotes a development strategy that is rooted in the community and is culturally, socially and economically appropriate,

has adopted a contextual approach which *builds on people's strengths* as a guiding principle

and therefore encourages the building of local capacity, local ownership and working in partnership.

Concentrating on the development of young children and their environments will have a preventative and lasting effect and will generate tangible benefits.

For **children** these include enhanced survival chances, better general health, improved social skills, and school performance in later years, greater self esteem and a positive outlook.

For **parents and caregivers** it can lead to enhanced capacity to support the development of children, and increased self confidence and motivation.

For **society** at large it can lead to: lower repetition and drop out rates in the school system, lower delinquency rates, lower expenditure on welfare services, and a healthier and better educated population that is more able to obtain and keep productive employment and contribute fully to the development of its society.

BEST COPY AVAILABLE

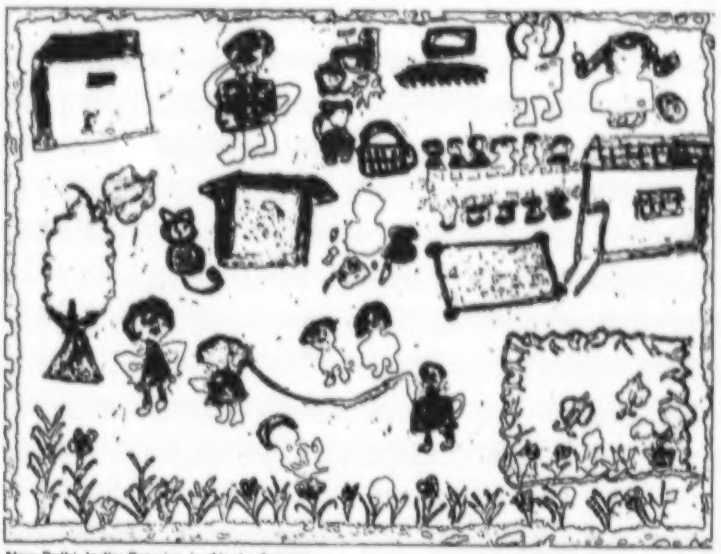
To maximise its effectiveness in its support for work that furthers the holistic development of young children, the Bernard van Leer Foundation avoids spreading its resources too thinly. It does this by organising its grantmaking in two ways: 1) through developing Country Programmes in a limited range of countries; and 2) through developing Thematic Programmes around a limited number of important themes.

Country Programmes

A Country Programme is a set of projects that respond to local contexts and realities, and are operated by local partner organisations. For each country, the Foundation develops a country-specific strategy that guides the selection of projects. Every five years, the Foundation's Board of Trustees determines in which countries such programmes may be developed. The table on the next page sets out eligible countries for the period 2002-2006. Countries newly eligible for funding are shown in bold; while countries no longer eligible are shown separately.

Thematic Programmes

Thematic Programmes explore one specific topic – for example, Children Affected by HIV/AIDS; Respect for Diversity; or Growing up in Indigenous Societies. Themes do not relate to national contexts but to key areas of interests across borders. This means that Thematic Programmes may occasionally include countries that are not otherwise eligible for funding. Within these programmes, the Foundation invests in activities that will inform its understandings and highlight key programmatic experiences.



New Delhi, India: Drawing by Neelu, 8 years
project: Who cares for children? Mobile Crèches

Regional desk	Countries eligible for new project funding 2002-2006	Countries that are no longer eligible
Africa	Kenya Mozambique Nigeria South Africa **Tanzania** **Uganda** Zimbabwe	Botswana Namibia
Asia/Middle East/ North Africa	India Indonesia Malaysia Thailand Israel Egypt Morocco	Australia New Zealand Peoples Republic of China*
Europe	**Czech Republic** Germany Greece **Hungary** The Netherlands Poland **Slovakia** Turkey United Kingdom	Belgium France Ireland Italy Portugal Spain
Latin America	Mexico Guatemala El Salvador Nicaragua Colombia Venezuela Brazil Peru	Chile
USA/Caribbean	United States of America Jamaica Trinidad	Netherlands Antilles

* Although the People's Republic of China is no longer eligible for the funding of new projects, the Foundation will continue to facilitate and support access to knowledge and know-how in the field of ECD there.

Trustees and staff members at 1 July 2002

Trustees

Chair
Mrs Trude Maas-de Brouwer (The Netherlands)

Ms Nancy S Newcomb (United States of America)
Peter D Bell (United States of America)
Joep L Brentjens (The Netherlands)
Harry Leliveld (The Netherlands)
Amos Mar-Haim (Israel)
Ivar Samrén (Sweden)

Staff

Executive Office

Peter Laugharn (Executive Director)
Jane Hartman (Executive Secretary)
Liesbeth Zwitser (Senior Adviser)
Marjanne Huiskes (Executive Secretary)

Support staff

Rutger Wijnands (Manager)

Information and Communication Technology
Ellen Uijterwijk
Steffan Hoeke

Financial Administration
Aad Scheele
Jane Moerland
Jimmy Visser
Ruby Wanga

Human Resources
Marie-Louise Röell
Agnes Riley
Gwen Roeberding
Margriet Wolters

Reception
Marian Meyer
Teresa Pegge
Annelies Steen
Yvonne van Wijngaarden

Document Facilities
Jean Niewenhuijse
Ricardo Cândido

Travel, Conferences and Visitors' Services
Pamela Visscher
Inge Hanny

Technical Services
Ramon Rabikan

Programme Development and Management

Liana Gertsch (Director)
Sandra Fransz (Executive Secretary)
Essie Karting (Support Officer)
Lia de Ruiter (Proposal Administration)
Joke Junger (Secretary)
Novy Berghman (Secretary)

Africa Desk
Tanja van de Linde
Laura Pujol
Nyambura Rugoiyo
Jackie Ratsma

Asia Desk
Jeanet van de Korput
Wim Monasso
Pastoria Dumas

Europe Desk
Henriette Heimgaertner
Rita Swinnen
Norma Fischer

Latin America Desk
Jorge Laffitte
Marc Mataheru
Mavis van Eps

USA/Caribbean Desk
Huub Schreurs
Jolanda de Haan

Programme Development
Yvette Evers
Astrid Honeyman

Programme Documentation and Communication

Judith L Evans (Director)
Sarah Burns (Executive Secretary)
Sylvia Erwig (Support Officer)
Renee Slagter (Secretary PDC/EXO/OR)
Anne Bergsma
Lenny Both
Joanna Bouma
Ruth Cohen
Ranyee Durgaram
Angela Ernst
Vera van der Grift
Diane Lemieux
Els Logtenberg
Teresa Moreno
Jim Smale
Monica Smits
Sonja Wehrmann
Leonardo Yánez

Certifying Accountant

Ernst and Young, Accountants,
The Hague

Mexico: Girl of the Otomie Community in Mexico City
project: Centro Interdisciplenario para el Desarrollo Social (CIDES)
photo: Sara Hannant ©

Front cover photo

Mexico: Street children of Mexico City
project: Centro Interdisciplenario para el Desarrollo Social (CIDES)
photo: Sara Hannant ©

Design & Production
Homemade Cookies Graphic Design bv
The Hague, The Netherlands

BEST COPY AVAILABLE

Bernard van Leer Foundation

Eisenhowerlaan 156
P.O. Box 82334, 2508 EH The Hague, The Netherlands
Telephone: +31 (0)70 351 20 40, Telefax: +31 (0)70 350 23 73
email: registry@bvleerf.nl, internet: www.bernardvanleer.org

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").